

DOCUMENT RESUME

ED 177 300

CE 021 692

TITLE SAM [Student Accountability Model], COPES [Community College Occupational Programs Evaluation System], & You.

INSTITUTION California Community Colleges, Sacramento. Office of the Chancellor.; Los Angeles Community Coll. District, Calif.

PUB DATE [78]

NOTE 400p.; Parts of this document will not reproduce well due to small and broken type and colored paper; For related documents see ED 097 071-072 and ED 135 443

EDRS PRICE MF01/PC16 Plus Postage.

DESCRIPTORS Classification; College Curriculum; *Community Colleges; Data Collection; Data Processing; Employer Attitudes; *Evaluation Methods; Failure Factors; Junior Colleges; Models; Program Effectiveness; *Program Evaluation; Program Improvement; Success Factors; *Vocational Education; *Vocational Followup

IDENTIFIERS *COPES; *SAM

ABSTRACT

This manual contains information on two evaluation systems for occupational programs at California community colleges. For the first, COPES (Community College Occupational Programs Evaluation System), which is a self-evaluation process, a guide is provided as well as a set of seven evaluation forms for the college president, faculty, counselors and administrators, part-time instructors, students, advisory committee members, and a site visitation team. The guide delineates the various steps in the COPES study that ultimately result in a written report summarizing the strengths of the college occupational programs, their priority needs for improvement, and the responses of the evaluation forms. For the second, SAM (Student Accountability Model), which is a followup evaluation, an operations manual is included as well as various forms and code listings. The manual describes SAM's major components: (1) a classification of occupational courses; (2) student followup for non-continuing students according to college major and academic accomplishment for the previous year; and (3) employer feedback. In the booklet "SAM, COPES & You" both systems are explained with emphasis on their data collection techniques, which improve the community colleges' ability to measure the performance of their vocational courses. (ELG)

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SAM, COPIES & YOU

U.S. DEPARTMENT OF HEALTH,
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It's incredible ... simply amazing ... utterly mind-boggling to confront the grab bag selection of "self help," "how to" and "survival" books.

Sleek and glossy-covered, they eye you from their bookstore perches and promise to transport you to lavish surroundings, escalate your rapport with everything and everyone from Creeping Charlies to corporate Brahmins and generally deliver dramatic impetus to your happiness quotient.

They will show you how to tie knots in your rope and untie the ones in your stomach.

They instruct in making mulligatawny soup, geodesic domes, crocheted neckties, tissue dispensers, book and board bookcases — and love.

Expounded for a price is learning how to sleep, eat, entertain and build and store a porch swing in one's 12x20 one-room apartment which has been transformed into Tara.

Now, here is something new. Finally.

For the first time, there's a special self help book, a survival guide on EXHILARATING EVALUATION.

This is it, and it's for you!

You who have been asked to tackle evaluation of a community college occupational program.

You who have been besieged by stacks of column-stuffed, number-hungry government forms.

You who are constantly being asked to justify funding.

You who are being harassed to revamp courses so they keep up with the companies, labs, stores, factories and offices that hire your students.

You who have been included out are being included in! Now it's your turn to have a personal how-to to turn to. Something to reduce stress, heighten enthusiasm, lessen your monumental work load and make you feel great about yourself as you embark on the enticing, scintillating and engaging occupational program evaluation experience -- guided all the way by COPES and SAMI

COPEs EVALUATES YOUR OCCUPATIONAL PROGRAMS!

**SAM ACCOUNTS FOR
AND FOLLOWS UP
YOUR OCCUPATIONAL STUDENTS!**

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT COPES BUT DIDN'T KNOW YOU WANTED TO KNOW

QUESTION: What is COPES?

ANSWER: COPES is a nickname for Community College Occupational Programs Evaluation System, which is a self study you use to evaluate your occupational programs.

Q. Why do I need COPES?

A. You don't; that is, unless you want to know how well your occupational programs are doing their job, preparing students for their jobs.

Look at it this way. Armed with professional goals, hundreds, maybe thousands, of students are advancing upon occupational classes. Lured by thoughts of the future, they're soaking up lectures, eyeballing demonstrations and practicing new skills.

They are welcomed by dedicated instructors into chart, chalkboard and equipment-appointed classrooms where they can plunge into the process of molding dreams into reality.

LOOK AT IT THIS WAY...

IN THE CLASSROOM

The vision care technician student inserting carefully cut, edged lenses into frames.

The travel student surveying air and ship routes to Machu Picchu.

The photography student stopping time by snapping a colorful, floating hang glider.

The future legal secretary typing up the briefs for a \$2 million law suit.

Are they getting the education they need to succeed in their chosen fields?

IN THE WORK ARENA

The department store buyer combing fashion shows in New York and Paris to line up this year's new look.

The paralegal assistant investigating culpability in a fraud case.

The mechanic revving up a gleaming engine.

The electronics technician checking the non-sinusoidal waveforms in a digital computer.

Do your former students use skills they learned at your college?

How well is what's happening in the classroom touching bases with what's happening in the work arena?

Q. What precisely does COPES look at?

A. Essentially three main things: your goals and objectives, processes and resources.

Q. With COPES, do I look at just one program at a time?

A. The self-study requires that you go for all of your programs. However, you can look at just one program or broad area some other time, if you like.

Q. Can COPES help me evaluate specialized programs?

A. Sure. Try COPES on your programs for the disadvantaged or handicapped or your work experience education.

Q. Who at my college will be involved in COPES?

A. You, together with people you work with all the time — teachers, counselors, administrators, students and advisory committee members.

Q. How does COPES work?

A. A set of self-study questionnaires is distributed to people involved in occupational education at your college. Their perceptions are then compiled and organized into a final report.

Goals and Objectives

Are they carefully delineated? Are they measurable? Is what is supposed to be done clear?

Processes

COPES takes a good look at instructional and support services such as counseling, placement, follow-up on former students and special services to meet special needs including those for disadvantaged and handicapped.

Resources

How about the people needed to carry out the processes — teachers and advisors from business and industry? Are they qualified? Do they have the facilities, equipment and budget to do their job?

Q. What will be in that report?

- A.** The strong points of your program and the areas that call for improvement.

Q. Who gets the self-study report?

- A.** Your college and the Chancellor's Office.

Q. What does the Chancellor's Office do with it?

- A.** Uses it as a base for delivering you feedback about the overall state picture. You'll get a better idea of the needs and strengths generally found in occupational programs.

Q. Then it's not like accreditation. Right?

- A.** Right.

Q. What can we do with the report once we have it?

- A.** Use it as a basis for future planning and allocation of resources. You could say it's a revamping kit.

Q. Is my college legally bound to evaluate its occupational programs?

- A.** Yes. The Federal Government wants to make sure it is giving money to sound programs. COPES was developed to help you comply painlessly.

Q. O.K. When will my college use COPES?

- A.** During a four-year period beginning in 1978-79, your college, along with other community colleges in

California, will be scheduled to conduct an in-depth study of occupational programs and services. That means 25% will be involved each year.

Q. Who decides which college is scheduled for which year?

- A.** The COPES Service Center in the Chancellor's office.

Q. What if we draw a year when we have accreditation or other heavy commitments to deal with?

- A.** You probably won't. Careful consideration is given to avoid pressure from other self-study and site visit commitments.

Q. Since this is a self-study, does it mean that no one outside the college is involved?

- A.** Not really; you get help. Each year, some of the participating colleges will be chosen for site visits by a validation team.

Q. Who is on the validation team?

- A.** Community college administrators, teachers and counselors, along with representatives from business and industry.

Q. What qualifies them?

- A.** Their backgrounds in occupational education, plus special COPES training.

Q. How many people are on team?

A. Teams can range from 5 to 12 members. Your enrollment and variety of occupational courses will determine the size of your team and the background of its members.

Q. What happens if my college isn't selected for a site visit?

A. Don't worry. You will be assigned a COPES consultant who will help you interpret the information in your report and help develop a college action plan.

Q. Let's assume it's my college's turn; how will we know?

A. In May, the Chancellor's Office will contact your president and ask him or her to appoint a self study coordinator and committee.

Q. Who's usually the coordinator?

A. Usually the chief occupational administrator — probably you, if you're reading this.

Q. Who's on the committee?

A. COPES recommends your president; deans of instruction, occupational education, and student services; director of research; heads of occupational programs, along with heads of specialized programs and services such as consumer and homemaking education, disadvantaged, handicapped and cooperative work experience.

Q. What exactly will this committee do?

A. Plan the self study, analyze the written report and prepare a college action plan; maybe, even throw a party to celebrate.

Q. What's the first thing that happens when the committee is appointed?

A. You as coordinator or your president inform the COPES Service Center which, in turn, sends COPES guides and other pertinent materials your way for all committee members.

Q. And then?

A. You and the Center set a date for an advance planning meeting and COPES orientation for participants at your college.

Q. When do we plan the study in detail?

A. In August or September. That's when you and your committee will meet with the COPES representative to set your study in motion.

Q. What happens at that meeting?

A. Your agenda will grapple with:

- Whether to get instrument responses from everyone or a representative sample.
- Identifying who will participate in the self-study.
- Arranging the schedule.
- Making arrangements for the validation team visit.
- Which college materials, such as catalog, organizational chart and statistical reports, are to be sent to team members in anticipation of their visit.

Q. Will the COPES rep help orient people at our college?

A. You bet. In September or October, the COPES rep will visit your college. He or she will explain the instruments to those asked to fill them out, and generally discuss COPES.

Q. Who's going to fill out instruments?

A. Occupational instructors, department heads, division heads, counselors and administrators will be asked to complete detailed instruments. Short-form instruments will go to part-time occupational education faculty, students and advisory committee members.

Q. How much time should I allow for distributing and rounding up the forms?

The Roundup of Who Gets What

FORM 1
goes to the president. It's the official college view.

FORM 2
is for faculty feedback.

FORM 3
is circulated to counselors and administrators.

FORM 4
is filled out by part-time instructors.

FORM 5
is handed out to occupational students who have completed at least the first term of their programs.

FORM 6
goes to advisory committee members.

A. Allow about two weeks to distribute the forms, schedule group meetings for consensus responses, follow-up everyone to ensure a high response rate, collect the completed instruments and forward them to the COPES Service Center. You'll be done with all of this in October or November, just four weeks after your COPES rep visits you.

Q. At what point do we find out whether we will be paid a site visit?

A. In December.

Q. How is the selection made?

A. Scientifically, in order to get a representation of the colleges using COPES in a particular year. So the selection will range from very small to very large colleges and be scattered up, down and around the state. Ideally, about 40% of the colleges in the study will be selected.

Q. When will the site visit happen?

A. In February or March.

Q. What's the visit like?

A. Friendly and comfortable. Remember, the site visit team will be made up of people who have the same interests you do.

Q. What will they do?

A. Interview as many self study participants as possible; also, hold informal talks with students and your colleagues who are involved with SAM.

Q. Who handles logistical arrangements for the team?

A. You and the site visit chairperson; but this is made fairly easy, since COPES provides a logistical arrangements form containing information about hotel, conference rooms, transportation, as well as secretarial and A-V services.

Q. How long is the visit?

A. Three days is typical.

Q. How does the team gather information?

A. Through interviews, observations and study of college documents and reports.

Q. What does the team do after collecting its data?

A. Has a meeting to come up with consensus reactions. Then it will make an oral report to your college in which it will discuss your findings, its findings and discrepancies between the two. It will tell you how it sizes up your strengths and where it sees need for improvements.

Q. There's also a written report, isn't there?

A. Yes, there is. Two weeks after the team visit, the COPES Service Center sends the written self-study report to your president.

Q. If we don't get a site visit, when do we get the written report back?

A. In February.

Q. Tell me again; what's in the report?

A. The report summarizes:

- the strong points of your occupational programs.
- priority needs for improvement.
- other constructive information.
- computer print-outs that show how respondents to Forms 1, 2 and 3 rated each item and tabulations of responses from part-time faculty, students and advisory committee members.

Q. What's the best thing to do with the report?

A. You, your president and your committee should review the report, analyze the information and blueprint a college action plan. By the way, send a copy of your action plan to the COPES Service Center.

Q. When?

A. Four weeks after the written report is received on campus.

Q. Do the study participants have anything else to do?

A. Provide feedback. The COPES Service Center sends feedback forms that you're asked to distribute to the people who filled out forms 1, 2 and 3 — administrators, faculty and professionals in special services. Each respondent has a chance to comment on the college's self-study, COPES in general and the validation site visit.

Q. What's the final step?

A. In the spring of the year following the self-study, the COPES Service Center inquires about what changes resulted from the college action plan. A COPES rep — probably your site visit chairperson or COPES consultant — makes a return visit to explore your college's responses. It will be good to see an old friend.

A STORY IN SEARCH OF SAM

Aloysius Ebenezer Elias Clump gazed through his binoculars at the thousands of students making their way across the tree and shrub-lined campus quad.

It was the top of the hour, time to rush to the next class. And it was that time of the year when Aloysius Ebenezer — unfortunate, pressure-ridden community college administrator — was being pumped by people and forms, all wanting to know how many occupational students were enrolled at his college.

In sheer desperation, Clump had conjured up his own special technique for spotting occupational students. As he panned the quad, he would watch for students sporting the evidence, the book or object, that would surely be the giveaway. For instance, if he saw

someone carrying a book on "How to Fix Your Faucet," he would gleefully jump up and down and promptly proceed to label the carrier an occupational student, a plumbing major.

A book about Charles A. Lindbergh or the Red Baron would cast its bearer on the aviation mechanic roster.

It was amusing to see Aloysius whip out the health professions list every time he saw a student clutch a box of Band-Aids or toothbrush.

One day, there was a plant sale on campus. That's right; Aloysius Clump tagged scores of students as agriculture majors!

Clump had the best of intentions; but oh those results! He could never figure out why some

occupational courses had students lining up out the door, snaking through the corridor and out the building, because there weren't enough instructors and facilities to meet their needs, while some heftily-funded programs catered to only a round table here, a quincunx there of students.

He would quadruplicate estimates of some class sizes and then could not figure out why surplus equipment piled up in corners, while in other classes students had to make six-week advance reservations to use essential tools.

Aloysius Ebenezer Elias Clump was in a quandry, not to mention that he looked strange because of the deep binocular imprints framing his eyes.

He needed SAM!

DOSSIER ON SAM

RECOGNIZABLE CHARACTERISTICS

FORMAL NAME: **S**tudent
Accountability
Model

ROOTS:

Developed by a consortium of 12 California Community College leaders including administrators, researchers and data processing specialists with input from the Chancellor's Office and colleges throughout the state.

CHALLENGES:

Discovering what happens to occupational students.

CURIOSITY:

Asks hoards of questions about occupational courses and students.

EAGERNESS:

Bent on identifying occupational students.

INTRIGUE:

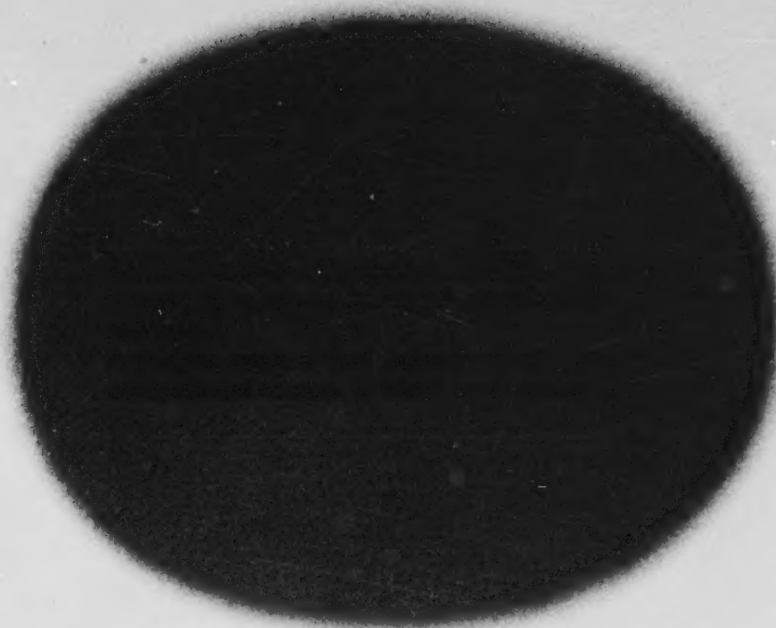
Will dazzle with definitions about occupational courses and students.

Will thrill with a two-act show featuring a student accounting and a follow-up component.

**THE SECOND MOST IMPORTANT REASON
FOR ACCURATE ACCOUNTING AND
FOLLOW-UP OF OCCUPATIONAL STUDENTS
IS TO HELP COMPLETE GOVERNMENTAL FORMS.**

**THE FIRST MOST IMPORTANT REASON
IS REVAMPING
AND PLANNING
COURSES.**

**HERE'S LOOKING
AT SAM'S
ACCOUNTING
COMPONENT**



SETTING COURSE

SAM figures if you want to reverse some failed courses and find out which students are at risk, you have to know which courses you're talking about. So, check out SAM's definition of an occupational course. It is one that is

- intended to develop skills and knowledge related to job performance...
- part of the course sequence of an occupational program offered by your college...
- geared to job preparation, upgrading or updating.

A Awarded to Apprenticeship courses.
Examples: Carpentry, Plumbing, Machine Shop.

B Tag onto advanced occupational courses offered in specific occupational majors. Only students in the major would take the courses. Usually in the advanced stages of their programs.
Examples: Dental Pathology, Advanced Videotape, Contact Lens Laboratory and Cost Accounting.

ASSIGNING PRIORITY LETTERS

C Goes to courses that are clearly occupational. They're taken by students with different majors in the same broad area. Most of the students would be midway through their programs.
Examples: Soils, Shorthand, Principles of Advertising, Air Transportation.

D Assigned to courses that are possibly occupational. These might be introductory level occupational courses. Non-occupational majors enroll along with occupational majors.
Examples: Beginning Accounting and Fundamentals of Electricity.

E Belongs to Non-occupational courses offered by occupational departments. Non-occupational majors would take the course out of interest.
Examples: Introduction to Business and Introduction to the Theatre.

SAM MOVES ALONG

Along with a priority letter, attach a major code number to each course.

With all occupational courses identified and tagged with their priority letters and major code numbers, you are in a pivotal position to identify you-know-who: occupational student majors.

SAM's incurable inquisitiveness raises questions which divide students into four classes.

ASSIGNING MAJOR CODE NUMBERS

You can use CID numbers, provided by the State Chancellor's Office. However, Federal enrollment forms require USOE numbers. This isn't a problem, however, since the Chancellor's Office provides a CID-USOE equivalency table.

ROUTING STUDENTS

- Class 1** - Home base for occupational majors who have specific majors determined. Students are enrolled in one or more A or B courses.
- Class 2** - The place for occupational majors with broad area determined, enrolled in one or more C courses.
- Class 3** - The spot for occupational majors with area not determined, enrolled in two or more D courses or at least one if carrying seven units or less.
- Class 4** - This is it for non-occupational majors.

READY FOR VE48 ... HERE'S HOW

There's no more need to scramble for numbers. Now, just total all of your occupational majors (that means Classes 1, 2 and 3) and report them in the area indicated by the USOE numbers

IT HAPPENS THIS WAY

Prepare an OML (unduplicated list of occupational students and their majors) right after census week every semester.

Pull out your SMF (updated student master file).

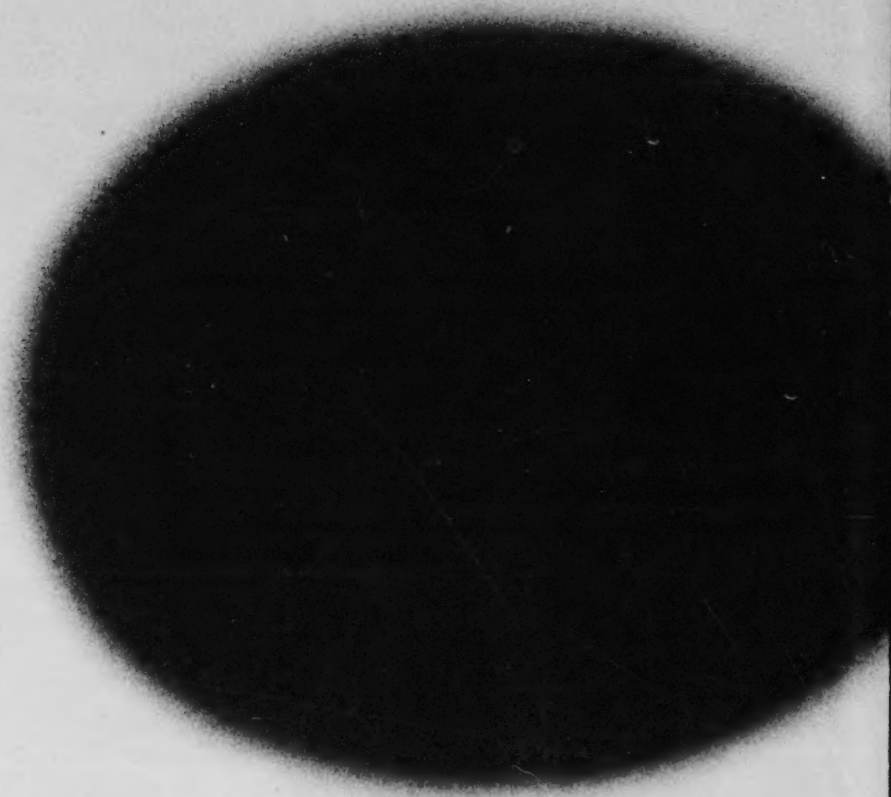
1. Merge the Fall SMF and Fall OML to get the Fall counts.
2. Merge the Spring SMF and Spring OML for the Spring Counts.
3. For the total, add up the Fall and Spring counts; then subtract the students on both lists.

THE IDEAL SMF

SAM likes it to contain
name,
address,
phone number,
Social Security or other I.D. number,
birthdate,
sex,
current course enrollments and cumulative units completed.

Also, it should have identifiers for special populations.

**FOLLOWING
SAM'S
FOLLOW-UP
COMPONENT**



FOLLOW-UP, FOLLOW-UP, FOLLOW-UP

WHO'S WHO

Of course, to keep in touch with non-continuing students, you have to know who they are.

SAM delights in helping you find out.

Just compare your Fall SMF with last year's OML. Non-continuing students pop up only on the old list, not the current one.

GOING TWO WAYS

SAM classifies non-continuing students according to their major class and according to their accomplishment the previous semester.

CURIOUS SAM

SAM asks a series of questions to classify these students according to their previous semester accomplishments. The answers divide the students into graduates, certificates, achievers, partial completors and non-completors.

LITTLE BOXES

Now, you have everything you need to lay out a neat, two-way matrix for follow-up with the four classes running across the top and accomplishments flanking the side. Different groups can be tapped for different needs.

	Class 1 Specific Major	Class 2 Broad Area	Class 3 Area not Determined	Class 4 Non-Occupational Major
Graduate G				
Certificate C				
Achiever A	Priority A or B	Priority C	Priority D	
Partial Completor P				
Non- Completor N				

← OCCUPATIONAL MAJORS →



These people are considered
to have completed their
programs.



Our friends, here, are
considered to have left
with marketable skills.

MEET THE MATRIX

READY ... SET ... GO!

- ☐ Draw up your matrix.
- ☐ Zero in on the purpose or purposes of your study.
- ☐ Select appropriate groups from the matrix.
- ☐ Assign staff responsibilities.
- ☐ Determine your sample size.
- ☐ Prepare students for follow-up.
- ☐ Select methods.
- ☐ Select or construct instruments.

JACK UP YOUR FOLLOW-UP

Researchers report a significant increase in responses to follow-up questionnaires when students are briefed ahead of time.

So, toward the end of every semester, devote 10 or 15 minutes in each A, B and C Priority class to Follow-up Warm-up.

Let the students in on what's happening. Tell them how they can influence change and show them a follow-up questionnaire.

You'll be glad you did!

HINTS FROM SAM

Check out SAM's 24 hints on preparing instruments and conducting a follow-up study by mail.

- ☐ Prepare a target list of names.
- ☐ Set up a time schedule.
- ☐ Collect data.
- ☐ Get in there and analyze that data.
- ☐ Disseminate findings.
- ☐ Make appropriate program adjustments.
- ☐ In other words, CREATE CHANGE!

A CALL FROM SAM

SAM offers a bunch of telephone interviewing suggests like these:

Call early in the evening.

Use a structured set of questions, but be conversational.

Try the call at least three times before giving up.

VE45 . . . HERE'S HOW

This is the Voc. Ed. Follow-Up form which asks for the numbers of students who finished their programs and left college with the marketable skills.

Graduates, certificates and Priority A or B Achievers are considered to have completed their programs. Priority C Achievers and A or B Partial Completers are considered to have left their program with marketable skills.

SAM's minimum question form asks the three big questions which provide all the information you need to zip through VE45.

THE BIG 3

Sam's three main questions go after
Employment Status,
Job Description and
Current College Enrollment.

EMPLOYER FOLLOW-UP

IT'S THE LAW

The Vocational Education Amendments of 1976 state that feedback from employers about their satisfaction with occupational preparation must be reported as of 1979-80.

DON'T GUESS WHO

Your best bet for identifying employers are your former students. So, be sure to include lines for employer name and address on student follow-up forms. If you have difficulty in getting the information this way, try instructors and placement files.

DON'T BE A LEERY OF A QUERY

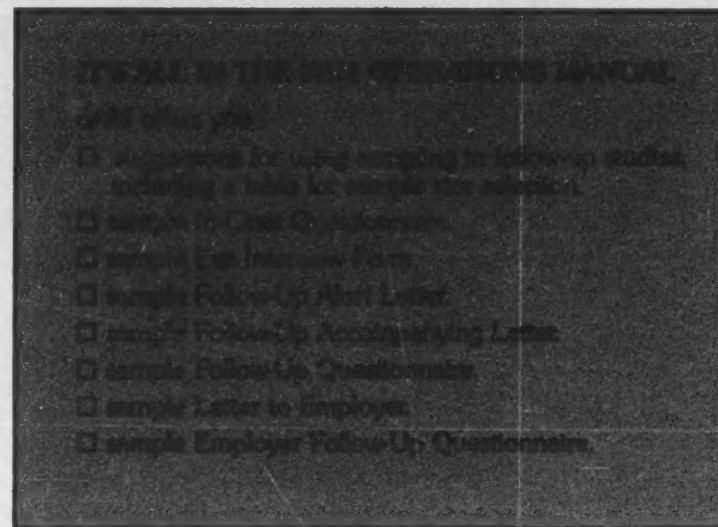
Make sure everyone knows that you're going after information about the training provided by your programs, not about former students' performance.

Your questionnaire, whether you use it by mail, phone or personal contact, should probe about job skills. SAM's minimum questions ask the employer to rate your former students'

- technical knowledge, work attitude and work quality.
- occupational training as it relates to the job.
- job preparation in comparison with other employees who didn't have the same training.

MORE FOLLOW-UP WARM-UP

You're going to prepare students for follow-up. Do the same for employers. Get help from trade and industry associations, advisory committees and college contacts.



ONLY THE BEGINNING

**YOU, SAM AND COPEL -- YOU'RE AN
EFFICIENT, TRENDY TEAM TAKING THE
GUESSWORK OUT OF OCCUPATIONAL
EDUCATION EVALUATION.**

**WHEN ALL IS SAID AND DONE, YOU'RE DOING
SOMETHING VERY BASIC.**

**IT GOES BEYOND GATHERING ACCURATE
DATA TO ROLL ON FORMS, EVEN BEYOND
CREATING DYNAMIC CHANGE IN YOUR
COURSES.**

**ESSENTIALLY, YOU'RE HELPING TO FORTIFY
STUDENTS WITH UP-TO-DATE KNOWLEDGE
AND SKILLS THAT WILL BRING THEM THE
DIGNITY AND ENRICHING LIFESTYLE THAT
ACCOMPANIES GOOD JOBS. IT'S A SUPER
FEELING TO MAKE THAT KIND OF
CONTRIBUTION.**

ENJOY IT!

THE FOLKS RESPONSIBLE FOR ALL THIS

AD HOC ADVISORY COMMITTEE (COPES/SAM CONSORTIUM)

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Director, Vocational - Technical Education
COLLEGE OF MARIN

Dr. Nathan Boortz
Consultant

Dale L. Bratten
Dean of Instruction
COLUMBIA JUNIOR COLLEGE

Dr. Richard Brightman
Associate Dean of Instruction
ORANGE COAST COLLEGE

Walter Brooks
Vice President, Student Affairs
SHASTA COLLEGE

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Director, Occupational Education
MT. SAN ANTONIO COLLEGE

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DE ANZA COLLEGE

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**A GOOD PLACE TO LIST YOUR
COMMITTEE MEMBERS AND OTHERS
INVOLVED IN COPES AND SAM**

NAME

PHONE NUMBER

NOTES

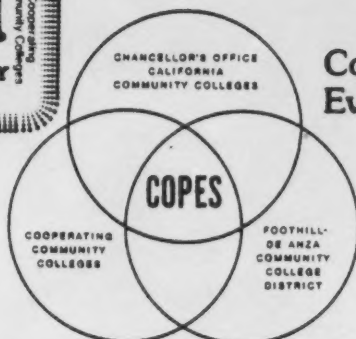
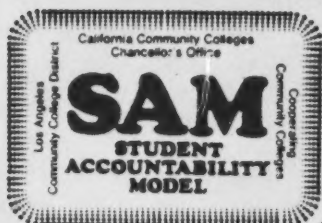
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Community College Occupational Programs Evaluation & Reporting System

INTRODUCTION

THE STATEWIDE EVALUATION AND REPORTING SYSTEM WAS DESIGNED WITH EXTENSIVE FIELD INPUT. IT WAS BASED ON TWO EXISTING WELL ACCEPTED SYSTEMS - Copes (COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM) AND SAM (STUDENT ACCOUNTABILITY MODEL). OF PRIMARY CONCERN WAS THE DESIGN OF A SYSTEM THAT WOULD BE BENEFICIAL TO LOCAL COLLEGES IN THEIR EFFORTS TO IMPROVE THE QUALITY OF OCCUPATIONAL EDUCATION PROGRAMS AND LIMIT THE IMPOSED ADDED WORK LOAD. AT THE SAME TIME, THE SYSTEM NEEDED TO MEET THE EVALUATION AND REPORTING REQUIREMENTS OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1976.

THE CONCEPT OF A MATRIX OF ACTIVITIES SCHEDULED OVER THE FOUR-YEAR REPORTING CYCLE DISTRIBUTES THE DATA COLLECTION RESPONSIBILITY AMONG FOUR REPRESENTATIVE SAMPLE GROUPS OF COLLEGES AND ALLOWS EACH COLLEGE TO KNOW WHAT REQUIREMENTS IT WILL NEED TO MEET OVER THE NEXT FOUR YEARS.

THESE MATERIALS PROVIDE THE BASIC PROCEDURES AND INFORMATION NEEDED TO IMPLEMENT THE SYSTEM. A TRAINING MANUAL, "Copes, SAM AND YOU," INCLUDES ADDITIONAL GUIDELINES TO HELP YOU FEEL MORE COMFORTABLE WITH THE SYSTEM. QUESTIONS OR REQUESTS FOR HELP SHOULD BE DIRECTED TO THE Copes SERVICE CENTER, CHANCELLOR'S OFFICE, CALIFORNIA COMMUNITY COLLEGES.

CALIFORNIA COMMUNITY COLLEGE OCCUPATIONAL PROGRAM
EVALUATION AND REPORTING SYSTEM

MATRIX

FOUR-YEAR SCHEDULE OF ACTIVITIES FOR LOCAL COLLEGES

College Group	78-79	79-80	80-81	81-82
I	SAM/A SAM/F 1 COPES	SAM/A SAM/F 4	SAM/A SAM/F 2	SAM/A SAM/F 3
II	SAM/A SAM/F 3	SAM/A SAM/F 2 COPES	SAM/A SAM/F 4	SAM/A SAM/F 1
III	SAM/A SAM/F 4	SAM/A SAM/F 1	SAM/A SAM/F 3 COPES	SAM/A SAM/F 2
IV	SAM/A SAM/F 2	SAM/A SAM/F 3	SAM/A SAM/F 1	SAM/A SAM/F 4 COPES
	LONGITUDINAL	LONGITUDINAL	LONGITUDINAL	LONGITUDINAL

I, II, III, IV

-106 colleges divided into groups of 26 (one group of 28) constituting a representative sample.

SAM/A

-SAM Accounting for completion of VE 48.

SAM/F

-SAM Follow-up on specified clusters of programs.

1, 2, 3, 4

-Specified clusters of programs:

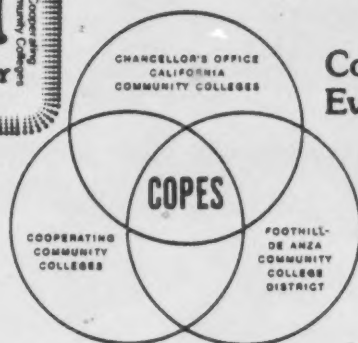
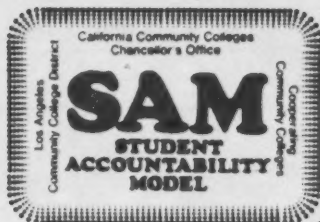
1. Agriculture and Technical
2. Administration of Justice and Trade and Industrial
3. Office and Distributive
4. Health and Home Economics

COPES

-Self-study of all USOE code 6 digit occupational programs by all colleges and validation visit to representative group of colleges.

LONGITUDINAL

-Representative Sample of 15 colleges participating in SAM 4 yr. longitudinal study of occupational and non-occupational students. Participating colleges interspersed in each of the four groups of colleges.



Community College Occupational Programs Evaluation & Reporting System

ELEMENTS INCLUDED IN THE FOUR-YEAR MATRIX ARE BRIEFLY DESCRIBED BELOW:

1. Representative Sample of Colleges - The 106 California community colleges are divided into four groups of 26 (one of 28) colleges. Each group of colleges constitutes a representative sample of all colleges statewide. Annually, each group of colleges will participate in a variety of activities - some of which will be completed only once during the evaluation/reporting cycle. Information reported by each sample group of colleges will be extrapolated by the Chancellor's Office for completion of annual reports. The Four Year Schedule of Activities for Local Colleges shows activities planned annually for each sample group.
2. Statistical Reports - Information for completing the VE 48 form will be collected through implementation of the SAM accounting component. (Detailed procedures are described in the SAM Operations Manual, September, 1978). The VE 48 reports enrollment information about students by six digit (United States Office of Education code) program and in programs/services for students with special needs, e.g. disadvantaged, handicapped, limited/non-English speaking, displaced homemaker. All colleges will implement SAM/A each year.
3. Follow-up Reports - Information for completing the VE 45 will be collected through implementation of the SAM follow-up component. The VE 45 reports information about completers and leavers of occupational programs. Each year, each college will be asked to complete follow-up studies on a portion of its occupational programs. The information reported will be extrapolated by the Chancellor's Office to complete statewide reports. Programs grouped for the four-year cycle are shown on the matrix. During the four-year schedule a college will follow-up students from all of its occupational programs.
4. Program Evaluation - Each college will self-study all of its six digit occupational programs and cooperative work experience education once during the four year schedule. COPES will be the system used for this process. (Detailed procedures are described in the COPES Guide and in the instruments). The self-study will include consensus appraisal by all

over

of the full-time faculty involved with the specific program. A separate form will be completed for each program. Students, advisory committee members, part-time faculty, administrators, and counselors may also participate in the self-study. Forms are available for collection of the perceptions of these various groups.

Program/Services for students with special need, e.g. disadvantaged, handicapped, limited/non-English speaking, displaced homemaker; consumer and homemaking education; and the program to achieve sex equity for students enrolled in occupational education will be self-studied by personnel involved in the operation of these specialized efforts.

Of the 26 (or 28) colleges participating in COPES each year, a portion will be selected at random for a team validation. Teams will be made up of occupational education professionals and representatives from business and industry.

Annually a "state of the art" report on occupational education programs at California community colleges will be synthesized from the self-studies and abstracted for dissemination to all colleges. The report will highlight strengths, needs for improvement and trends in occupational education.

5. Comparison of Occupational and Non-Occupational Students - Interspersed within the four groups of colleges are 15 representative colleges conducting a longitudinal study of students. Methodology being tested includes working with a small (less than 2%) student sample over a period of four years. Information generated will be the basis for assessing the impact of occupational education on student success. The techniques employed will be analyzed for applicability to other areas of occupational education evaluation/reporting.

SAMPLE GROUPS OF COLLEGES

REPRESENTATIVE SAMPLE GROUPS OF COLLEGES

Group 1	Group 2	Group 3	Group 4
Alameda, College of	Allan Hancock College	American River College	*Antelope Valley College
*Bakersfield College	Barstow College	Butte College	Cabrillo College
Canada College	Canyons, College of the	*Cerritos College	Cerro Coso Community College
Chabot College	Chaffey College	Citrus College	Coastline Community College
Columbia Junior College	Compton Community College	*Contra Costa College	Consumnes River College
Crafton Hills College	Cuesta College	Cypress College	De Anza College
Cuyamaca College	Diablo Valley College	East Los Angeles College	*El Camino College
Desert, College of the	Feather River College	*Foothill College	Fresno City College
Evergreen Valley College	Gavilan College	Glendale College	*Golden West College
Fullerton College	Hartnell College	*Imperial Valley College	Indian Valley Colleges
Grossmont College	Laney College	Lassen College	Long Beach City College
Lake Tahoe Community College	Los Angeles Harbor College	Los Angeles Mission College	*Los Angeles Pierce College
*Los Angeles City College	Los Angeles Trade - Tech. College	Los Angeles Valley College	Los Medanos College
Los Angeles Southwest College	Mendocino College	Merced College	Merritt College
Marin, College of	Mission College	Modesto Junior College	Monterey Peninsula College
Mira Costa College	Mt. San Antonio College	Mt. San Jacinto College	Napa College
Moorpark College	Orange Coast College	Oxnard College	Palo Verde College
Ohlone College	Pasadena City College	Rio Hondo College	Porterville College
Palomar College	Reedley College	San Bernardino Valley College	Riverside City College
Redwoods, College of the	Saddleback College	San Diego Miramar College	San Diego City College
*Sacramento City College	San Diego Mesa College	San Mateo, College of	San Francisco, City College of
San Diego Evening College	*San Jose City College	Santa Rosa Junior College	*Santa Ana College
San Joaquin Delta College	Santa Monica College	Siskiyou, College of the	Sequoias, College of the
Santa Barbara City College	Sierra College	Taft College	Skyline College
*Shasta College	*Southwestern College	Vista College	Ventura College
Solano Community College	West Hills College	West Los Angeles College	West Valley College
Victor Valley Community College			
Yuba College			

*Longitudinal Study Colleges

OE PROGRAM CODES

USOE

INSTRUCTIONAL CODES AND TITLES

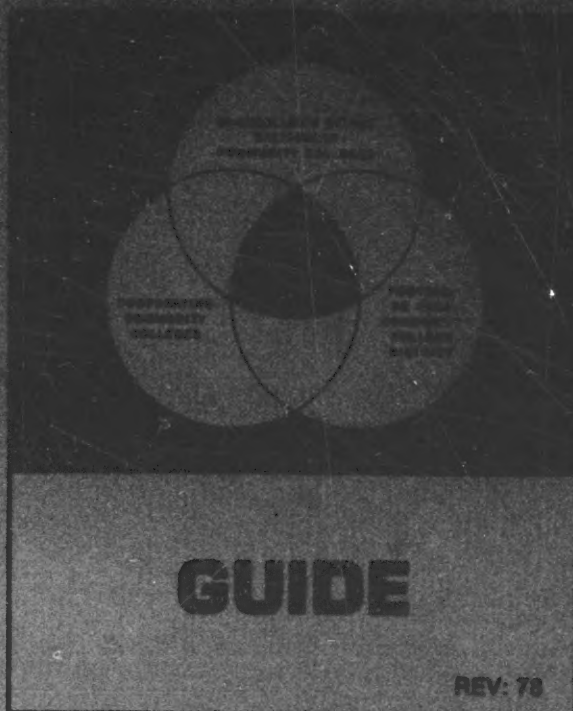
01.0100 Agriculture Production
 01.0200 Agriculture Supplies/Services
 01.0300 Agriculture Mechanics
 01.0400 Agriculture Products
 01.0500 Ornamental Horticulture
 01.0600 Agriculture Resources
 01.0700 Forestry
 01.9900 Other Agriculture

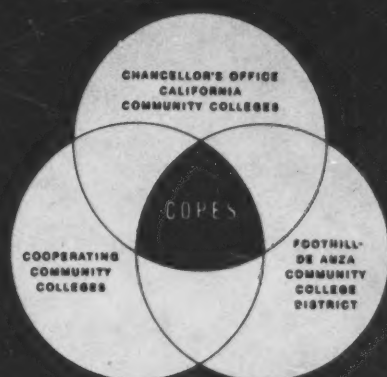
 04.0100 Advertising Services
 04.0200 Apparel and Accessories
 04.0300 Automotive
 04.0400 Finance and Credit
 04.0500 Floristry
 04.0600 Food Distribution
 04.0700 Food Services
 04.0800 General Merchandise
 04.0900 Hardware, Bldg., Mtls., etc.
 04.1000 Home Furnishings
 04.1100 Hotel and Lodging
 04.1200 Industrial Marketing
 04.1300 Insurance
 04.1500 Personnel Services
 04.1700 Real Estate
 04.1800 Recreation and Tourism
 04.1900 Transportation
 04.2000 Retail Trade, Other
 04.9900 Other Distributive Education
 07.0101 Dental Assistant
 07.0102 Dental Hygienist (Assoc.)
 07.0203 Medical Lab. Assisting
 07.0299 Other Med. Lab. Technol.
 07.0301 Nursing, Assoc. Degree
 07.0302 Practical (Voc.) Nursing
 07.0303 Nursing Assistant (Aide)
 07.0399 Other Nursing
 07.0501 Radiologic Technology
 07.0800 Mental Health Technology
 07.0903 Inhalation Therapy Tech.
 07.0904 Medical Assistant
 07.0906 Health Aide
 07.0907 Medical Emergency Tech.
 07.9900 Other Health Occupations Education
 09.0201 Care and Guidance of Children
 09.0202 Clothing Mgt., Prod., and Service
 09.0203 Food Mgt., Prod., and Service
 09.0204 Home Furn., Equip., Service
 09.0205 Inst. & Home Mgt. & Supplies
 09.0299 Other Occ. Prep. for Hmkng.
 14.0100 Accounting and Computing
 14.0201 Computer and Console Operations
 14.0203 Programmers
 14.0299 Other Bus. Data Process.
 14.0300 Filing, Office Machines
 14.0400 Info., Communic. Occup.
 14.0500 Mtls. Support, Trans., etc.
 14.0600 Personnel, Trg., and Related
 14.0700 Steno., Secy., and Related
 14.0800 Supervisory & Admin. Mgt.
 14.0900 Typing and Related
 14.9900 Other Office Occupations Education

16.0103 Architectural Technology
 16.0104 Automotive Technology
 16.0106 Civil Technology
 16.0107 Electrical Technology
 16.0108 Electronic Technology
 16.0110 Environ. Control Technology
 16.0111 Industrial Technology
 16.0113 Mechanical Technology
 16.0117 Scientific Data Technology
 16.0601 Commercial Pilot Training
 16.0602 Fire and Fire Safety Technol.
 16.0605 Police Science
 16.9902 Water and Waste Water Technol.
 16.9900 Other Technical Education

 17.0100 Air Conditioning
 17.0200 Appliance Repair
 17.0301 Body and Fender Repair
 17.0302 Auto Mechanics
 17.0400 Aviation Occupations
 17.0700 Commercial Art Occup.
 17.0900 Commercial Photog. Occup.
 17.1001 Carpentry
 17.1002 Electricity
 17.1004 Masonry
 17.1009 Other Constr. and Maint.
 17.1100 Custodial Services
 17.1200 Diesel Mechanic
 17.1300 Drafting Occup.
 17.1400 Electrical Occup.
 17.1500 Electronic Occup.
 17.1700 Foremanship, Super., & Mgt. Devel.
 17.1900 Graphi Arts Occup.
 17.2100 Instr. Maint. & Repair
 17.2200 Maritime Occupations
 17.2302 Machine Shop
 17.2303 Machine Tool Operation
 17.2305 Sheet Metal
 17.2306 Welding and Cutting
 17.2307 Tool and Die Making
 17.2399 Other Metalworking Occup.
 17.2400 Metallurgy Occupations
 17.2602 Cosmetology
 17.2699 Other Personal Services
 17.2700 Plastics Occupations
 17.2801 Fireman Training
 17.2802 Law Enforcement Training
 17.2899 Other Public Services
 17.2900 Quantity Food Occup.
 17.3000 Refrigeration
 17.3100 Small Engine Repair
 17.3200 Sta. Energy Sources Occup.
 17.3300 Textile Prod. & Fab.
 17.3500 Upholstering
 17.3600 Woodworking Occup.
 17.9900 Other Trade and Industrial Education

COPES GUIDE





GUIDE

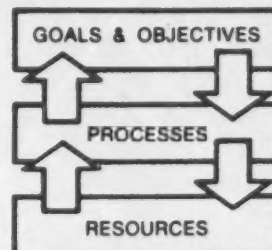
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COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM

sponsorship:
CHANCELLOR'S OFFICE
THE CALIFORNIA COMMUNITY COLLEGES

coordination;
COPS SERVICE CENTER

development, refinement:
COMMUNITY COLLEGE PROFESSIONALS;
BUSINESS, INDUSTRY AND PUBLIC
REPRESENTATIVES



The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Foreword

This COPES Guide represents the cooperative efforts of literally thousands of people.

Over the past seven years these individuals - Community College instructors, counselors, administrators, students, and advisory committee members, as well as men and women from business, industry and public agencies - have shared in the development and refinement of the evaluation system. COPES has been utilized by over seventy California community colleges as a means for self-study of their occupational education programs and for identifying program strengths and critical needs for improvement. The results experienced by these participating colleges according to their feedback have been positive and have helped to delineate future priorities for action.

As the sponsor of COPES since its inception, the Chancellor's Office appreciates the open participation of community colleges across the state. Most recently as, the system has been refined to accommodate the evaluation requirements of the Vocational Education amendments of 1976, over 100 professionals have volunteered their time to help with system revisions.

We are looking forward to the continuing use of COPES throughout the state and the achievement of the mutual goal of improving the quality and availability of occupational education for California community college students.

Bill Morris
William Morris

Evaluation Specialist, The Chancellor's Office
California Community Colleges.

Introduction

Along with SAM (Student Accountability Model), COPES is a part of the statewide community college occupational education program evaluation and reporting system sponsored by the Chancellor's Office, California Community Colleges.

This COPES Guide is designed to assist California community colleges with objective self-appraisal of their occupational education programs and to provide a tested and accepted vehicle for meeting the VEA '76 requirement that all occupational programs using federal funds be evaluated once every five years.

During the next four years, every community college is scheduled for COPES participation. This process will tell a college a great deal about its own success in occupational education. Further, it will provide more specific information than ever before about occupational education throughout the state's community college system.

Program self-study will be conducted at specific program levels by persons most directly involved with each program - teachers, students, and advisory committee members. Administrator and counselor perceptions will be collected also. Theirs will relate to the college's overall occupational education system.

Development of COPES, including this revision, resulted from extensive field involvement and guidance from a broadly based advisory committee. As a result, the system is well accepted and widely recognized as an effective approach to program evaluation. COPES can serve as a community college planning tool which breaks through stereotypes to pose the vital questions: Are we heading in a sound direction in occupational education, as expressed in our goals and objectives? Are we taking solid steps in that direction, throughout instructional and support processes? Are we making sufficient use of the resources that are available to support our processes?

The COPES Guide provides the step-by step procedures for implementing the system. Instrumentation for collecting the perceptions of self-study participants is a companion to this Guide. These instruments are designed around carefully identified, field tested program standards for occupational education.

The COPES Service Center, now located in the Chancellor's Office, California Community Colleges, is available to provide technical consulting services to a college in the implementation of its self-study. Additional guides and quantities of instruments are available from the COPES Service Center.

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COPES: AN OVERVIEW

WHAT COPES IS

COPES is an acronym for Community College Occupational Programs Evaluation System. COPES' goal is to improve the quality and availability of occupational education in California community colleges. COPES' function is to help a college assess what is in relation to what is desirable in occupational education by providing:

- Efficient procedures and instruments for studying all aspects of occupational education.
- Professional assistance in applying the system.

WHAT COPES DOES

COPES serves a diagnostic purpose. Toward that end, it:

- Provides a consistent but flexible system for looking at occupational education.
- Encourages the involvement of many persons with views on the college's occupational education offerings — teachers, counselors, administrators, students, advisory committee members, other community leaders. Tabulates these confidential perceptions in usable computerized form. Also

provides to the site visit team or the COPES consultant the written statements of respondents concerning strengths and needs for improvement.

- Offers professional assistance to a college in analyzing and validating its own self-perceptions.
- Meets mandated evaluation requirements of the State Plan for Vocational Education and occupational education self-study requirements for accreditation.
- Identifies strengths and needs for improvement in occupational education as a basis for planning and action.

COPES does not go beyond diagnosis. It does not prescribe remedies. Stated differently, COPES develops conclusions but does not assume the management function of making recommendations. In COPES' view, future institutional directions are matters for institutional determination. They require the kind of planning and establishing priorities for resource allocation that the college itself is in the best and only realistic position to undertake.

HOW COPES IS USED

Each year over the next four years, a 25 percent representative sample of community colleges will be scheduled to evaluate all USOE Code 6 digit programs, Cooperative Work Experience Education, and support

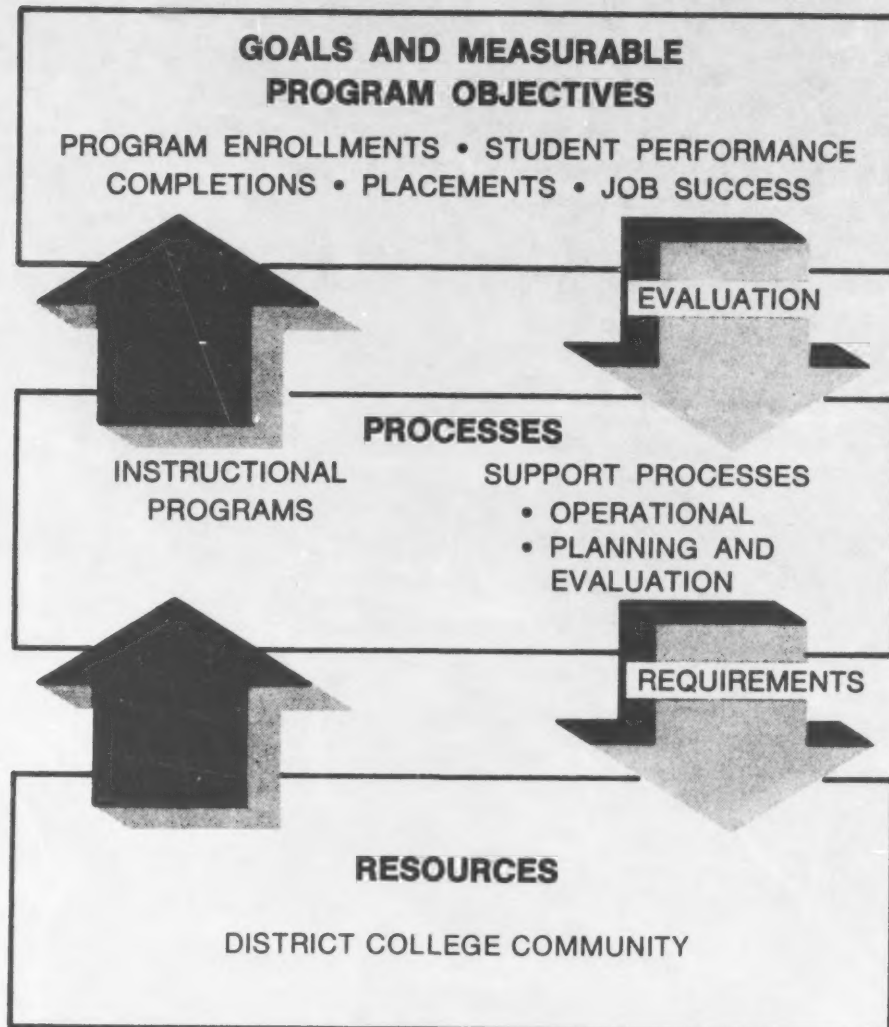
programs/services for students enrolled in occupational education. COPEs will provide the vehicle for this evaluation. At the end of the four-year period, all community colleges will have studied their occupational education systems.

Through the self-study, each college will gain an in depth view of:

- Its total occupational education system.
- Each specific (USOE Code 6-digit) occupational program.
- Cooperative work experience education programs and services.
- Specialized programs and services:
 - In consumer and homemaking education.
 - For achievement of sex equity.
 - For special populations - including disadvantaged, displaced homemaker, handicapped, and limited and non-English speaking.

Some self studies will be made with a validation visit by an outside team. Consultant services will be available to assist the college with advance planning, orientation, self-study conduct, and analysis and interpretation of the data collected. (For details, see COPEs: STEP BY STEP, beginning on Page 7).

COPEs MAJOR COMPONENTS & THEIR RELATIONSHIPS



This guide and the COPES instrumentation are designed for a college's appraisal of all aspects of occupational education.

COPES DESIGN

Simplicity and unity are characteristic of the COPES basic design. This design, shown on the next page, has only three major components. All aspects of COPES are related to these major components. The focus is upon goals and objectives and the effective use of processes and resources in achieving the objectives.

The detail of COPES design is reflected in the standards contained in the perceptions instruments (Forms 1, 2, and 3) completed by the college president or his designate, full-time teachers, administrators and counselors.

ESSENTIALS TO SUCCESS IN COPES APPLICATION

In all applications of COPES, there are five essentials to success. They must be included if COPES is to be useful in improving the quality and availability of occupational education at a college. These essentials are:

- Involvement of the top leadership of the college.
- Careful advance planning.
- Sound, thorough institutional self-study.

- Communication of findings of the self-study (including the validation team or consultant report) to appropriate personnel of the college.
- Planning and action as a result of the appraisal.

These essentials are discussed more fully on the following pages.

The fifth essential (resulting action) is not strictly a part of the appraisal process; it comes afterward. Yet, since the purpose of appraisal is action, if improvement is indicated, the fifth essential is perhaps the most crucial of all.

Action by the college as a result of COPES' findings is a local responsibility, to be considered in light of locally defined priorities. After appropriate intervals of time, COPES will request feedback from the college on action taken as a result of the COPES self-study. Such request for feedback may include a one-day revisit to the college by a knowledgeable COPES professional.

COPES: STEP BY STEP

TIME GUIDELINES IN SCHEDULING

During a four-year period, each community college will be scheduled to study its occupational programs and services in depth. Accordingly, each year a 25-percent representative sample of colleges will be included in the self-study process. In the selection of a representative sample in a given year, consideration will be given to a college's other self-study and site visit commitments. For example, it might be advantageous for a college to be involved in a COPES self-study during its accreditation self-study year.

A portion of each year's representative colleges (Group A) will be identified for a site visit by a validation team. Colleges in the other portion (Group B), those without a validation site visit, will be assigned a consultant to assist as needed in the interpretation of information and the development of a college action plan.

The COPES scheduling guidelines are shown on the following page. The steps for both Group A and Group B colleges are the same through Step 7. In Step 8, Group A and Group B colleges are determined. For a Group A college a site visit chairperson is appointed; for a Group B college a COPES consultant is named. Steps 9 through 11 are applicable only to Group A colleges. In Step 12 Group A and Group B colleges differ only in the schedule for delivery of the written report. Steps 13 through 15 apply equally to both groups of colleges.

COPES SCHEDULING GUIDELINES

Step	Action	Planned Schedule
1	Preliminary contact with upcoming year's representative colleges.	Spring
2	Assignment of college coordinators and self-study committees.	Spring
3	Appointment of panel of COPES chairpersons and consultants	Spring
4	Advance planning with representative colleges	Summer
5	Identification of panel of validation team members	Fall
6	Orientation visits to representative colleges	September or October
7	Completion of self-study instruments	Four Weeks After Orientation
8	Determination of Group A and B colleges, site visit dates, site visit chairpersons and consultants.	December
9	Group A Colleges: Appointment of validation team members. Group B Colleges: Not Applicable	Four weeks before visit Not Applicable
10	Group A Colleges: Validation visit schedules completed Group B Colleges: Not Applicable	Three weeks before visit Not Applicable
11	Group A Colleges: Validation Team Visit Group B Colleges: Not Applicable	February or March Not Applicable
12	Written report to college - Group A Group B	Two Weeks After Visit February
13	College action plan completed	Four Weeks After Written Report
14	Feedback from colleges on conduct of self-study	Two Weeks After Action Plan
15	College revisit	Following Year

STEP 1

PRELIMINARY CONTACT WITH REPRESENTATIVE COLLEGES

Critical Points

- Colleges in upcoming year's 25-percent representative self-study sample are contacted.
 - COPES Service Center sends COPES Guide and other pertinent materials to these college presidents.
 - Presidents are requested to appoint college self-study coordinator and self-study committee.
 - These activities occur in the spring, no later than early May.
-

By early May the sample of representative colleges to participate in a COPES self-study the upcoming year is firmly established and the COPES Service Center apprises the presidents of these colleges of the year's plan.

During this preliminary contact, each president is requested to appoint a self-study coordinator and a self-study committee. Within a week the COPES Service Center sends the president a COPES Guide; other pertinent materials, such as a schedule of activities; and any other information the president may desire.

STEP 2

ASSIGNMENT OF COLLEGE COORDINATORS AND SELF-STUDY COMMITTEES

Critical Points

- President designates college's self-study coordinator.
 - President appoints college's self-study committee.
 - COPES Service Center provides COPES Guide and other pertinent materials to self-study coordinator and committee members.
 - Dates are set for advance planning and orientation.
 - These activities are completed in the spring, no later than early May.
-

The president designates the college self-study coordinator who will be responsible for the appraisal. The chief occupational education administrator is often considered the logical choice for self-study coordination. In addition, the coordinator will need someone to supervise logistical aspects of the process, usually a secretary or a research assistant.

The president also appoints a self-study committee whose chief responsibilities are (a) to provide planning assistance prior to and during the self-study and (b) to analyze the written report and prepare a college action plan at the conclusion of the self-study. This committee might be an existing group (such as a president's council) or an ad hoc committee. It should be composed of persons capable of making and implementing decisions on occupational education programs and services.

Logical committee members might be the president, dean of instruction, dean of student services, occupational dean, director of research (if applicable), heads of divisions or program areas with occupational programs, and heads of specialized programs and services — such as consumer and homemaking education, disadvantaged, limited/non-English speaking, displaced homemaker, handicapped, and cooperative work experience.

As soon as the committee is appointed, the president or coordinator informs the COPES Service Center. It immediately sends COPES Guides and other pertinent materials for distribution to all committee members.

The self-study coordinator and COPES Service Center mutually agree upon a date for their advance planning meeting and a tentative date for the college's orientation.

STEP 3

APPOINTMENT OF PANEL OF COPES CHAIRPERSONS AND CONSULTANTS

Critical Points

- Panel of potential COPES chairpersons and consultants is identified.
 - COPES Service Center contacts individuals and appropriate superiors to obtain their concurrences on serving.
 - Final panel for upcoming year is developed.
 - These activities take place in spring, no later than early May.
-

The COPES Service Center prepares a panel of potential chairpersons and consultants for service during the upcoming year. All will be experienced COPES professionals with organizational ability and a strong background in community college education.

The COPES Service Center contacts both the professionals identified for the panel and their superiors to obtain their concurrences. When concurrences are assured, a final panel of names is prepared with sufficient numbers to allow for some attrition yet meet the year's requirements for well-qualified chairpersons and consultants.

STEP 4

ADVANCE PLANNING WITH REPRESENTATIVE COLLEGES

Critical Points

- College and COPES representatives hold advance planning meeting on self-study and validation.
 - Detailed plans for each representative college are completed in August or September.
-

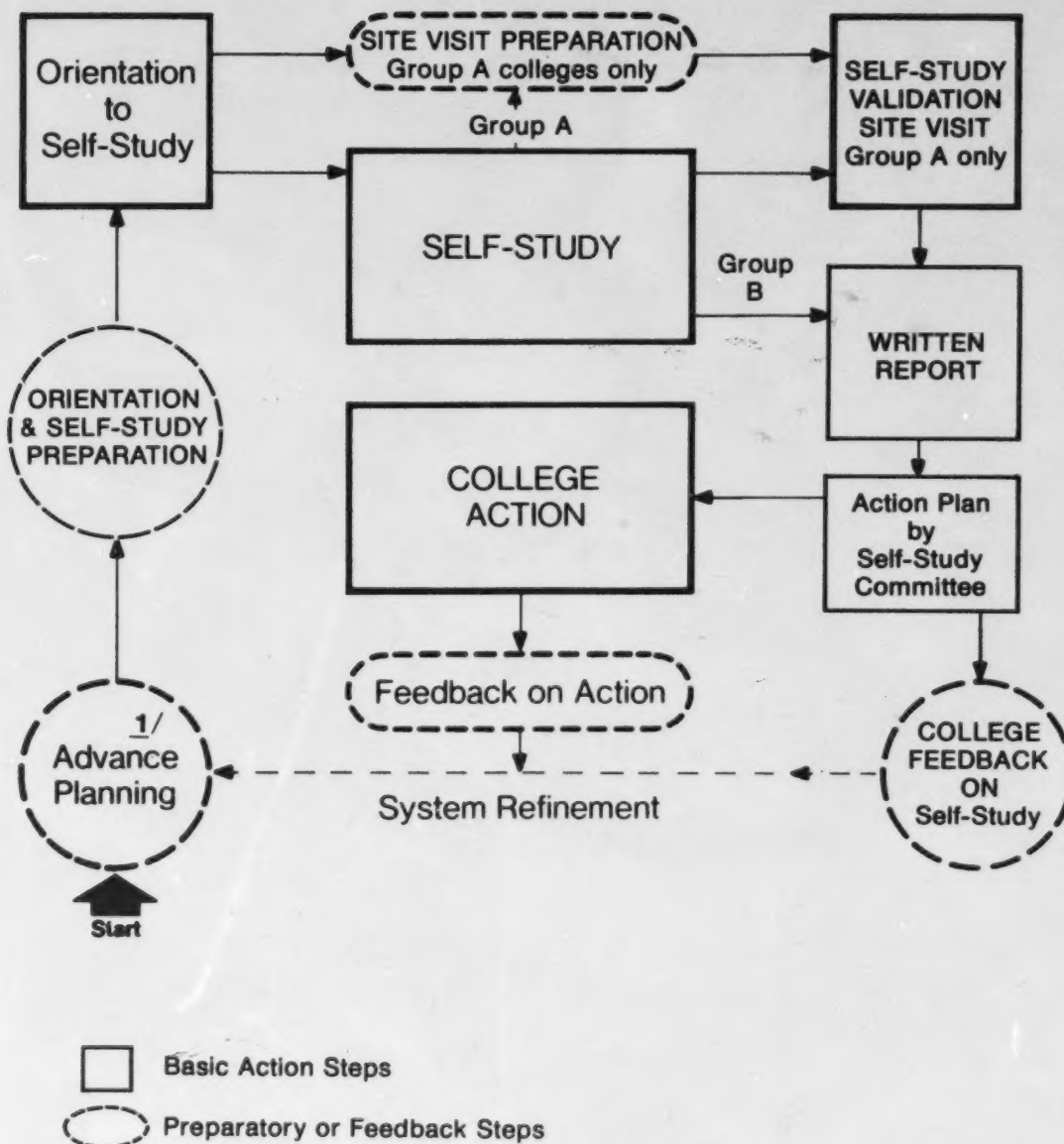
The college self-study coordinator and his or her logistics assistant meet with COPES representatives to plan the college self-study in detail, including the team visit if the college is later selected among the Group A colleges. The meeting will be held either at the COPES Service Center or some other mutually convenient location. At least two weeks prior to the meeting, the COPES Service Center will suggest to the self-study coordinator in writing the types of information to bring to the meeting to facilitate effective planning.

In addition to a comprehensive study of procedures to be followed in self-study, there will be:

- Decision on whether self-study instrument responses will be sought from all, or representative samples of certain participant groups, as well as when a consensus response by program or services is indicated in lieu of individual responses. When some groups are large enough to make sampling desirable (such as students, advisory committee members, continuing education faculty), the scientific sampling procedures for the

COPES SELF-STUDY MODEL

For Group A colleges: with validation site visit.
For Group B colleges: with consultant services only.



1/ Advance planning is preceded by college president's appointment of self-study coordinator and self-study committee.

individual college will be established during advance planning. The number of self-study instruments required by a college will be determined tentatively by the college's self-study coordinator.

- Discussion of arrangements for Group A College validation team visit (such as hotel accommodations, pertinent college materials to be forwarded to team, detailed visitation schedule, number of interviews to be conducted by team and whether sampling will be required in college selection of interviewees, college assignment of personnel to provide support services for team — transportation, secretarial, and tape recording).

This meeting is held in August or September, at least four weeks before the orientation visit to the college by a COPES representative. During this advance planning meeting, the COPES self-study model on the following page is used to provide a framework for detailed activity of each phase of the self-study. As soon as possible after the meeting, the college self-study coordinator identifies all persons and respondent groups (such as classes) that will be asked to participate in the self-study and confirms or revises the college's requirements for self-study instruments.

STEP 5

IDENTIFICATION OF VALIDATION TEAM PANEL MEMBERS

Critical Points

- Requirements of team sizes and characteristics are prepared.
 - Persons with requisite characteristics are identified.
 - COPES Service Center contacts individuals and appropriate superiors to obtain their concurrences on serving.
 - Final panel of team members for the year is developed.
 - These activities are completed by the end of September.
-

In preparation for Step 9, discussed later, a preliminary estimate of team sizes and characteristics will be prepared by the COPES Service Center based upon representative college enrollments and diversification of their programs and services. Teams will range from 5 to 12 members. Each team will include one or more of the following types of persons: a generalist (such as a president or dean of instruction), occupational dean, occupational teacher or counselor, and lay representative (i.e., representative of business or industry). Members of a team will have these competencies: expertise in a variety of specific occupational program areas, experience with SAM (Student Accountability Model), counseling and guidance, cooperative work experience (CWE), consumer and homemaking education (CHE), and programs and services for special populations, such as disadvantaged, handicapped, and re-entering students.

Based upon these requirements, the COPES Service Center prepares a panel of validation team nominees, with the assistance of The Chancellor's Office staff and persons from the field, including previously appointed site visit chairpersons and consultants. With the concurrence of nominees and their appropriate superiors, the COPES Service Center develops a confirmed roster from which team members will be appointed.

STEP 6

ORIENTATION VISITS TO REPRESENTATIVE COLLEGES

Critical Points

- COPES representative visits college to conduct self-study orientation session for participating full-time professionals.
 - This activity is completed for each representative college in September or October.
 - Orientation activities are also scheduled by college coordinator for other self-study participants, college personnel in general, and community.
-

All self-study participants need to know something about COPES and why the self-study is being undertaken by the college. Indeed, all college personnel — whether or not directly involved — should receive some orientation. There is also good reason for acquainting the general community with the importance of the process.

Different degrees of orientation or familiarization are appropriate for these different groups:

- For participating full-time personnel (i.e., occupational teachers, department/division chairpersons or counselors, general administrators and coordinators of special programs/services — who will be involved in completing detailed COPES instruments) a special presentation designed for this purpose and a discussion with the COPES representative.
- For other participants (i.e., part-time occupational faculty, students, and advisory committee members, who will be completing short-form instruments), explanatory material distributed with the instruments, as listed in Step 7.

- For non-participating college personnel, a written announcement from the college president (see Appendix A-1).
- For the community, a news release (see Appendix A-2).

STEP 7

COMPLETION OF SELF-STUDY INSTRUMENTS

Critical Points

- College coordinator institutes response check-off system for all self-study participants before instruments are distributed.
 - Perceptions instruments are distributed on day of, or very soon after, orientation visit by COPES representative.
 - Follow-up efforts are made to insure optimum response.
 - Completed instruments are forwarded to COPES Service Center in October or November, four weeks after orientation visit by COPES representative.
-

This step in the COPES self-study process at the college involves four phases:

- Distribution of self-study instruments to all participants.
- Scheduling of group meetings, where applicable, by program and service to provide for a consensus response.
- Follow-up activities to assure highest possible percentage of response.
- Collection of completed instruments and forwarding to COPES Service Center.

Approximately two weeks are required for this process, and completed instruments are sent by the college to the COPES Service Center four weeks after the orientation visit by a COPES representative. This timeline enables the service center to process participants' responses, chiefly by computer, for use by the college in identifying its occupational education strengths and needs for improvement. The information is used by the validation team of a Group A college and for early preparation of a written report to a Group B college.

Before distributing the instruments, the college self-study coordinator sets up a check-off system to insure the highest possible return. Forms and procedures will be provided by the COPES Service Center during advance planning. Use of such a system is vital, since a high return is essential. Completed instruments are forwarded to the service center.

Distribution of instruments in a COPES appraisal proceeds as follows:

- Form 1 - College Self-Appraisal of Occupational Education Programs and Services to be completed by the college president or his designate(s) and signed by the president. Form 1 represents the official college view of its overall occupational education system. It consists of Part A, Basic Factual Information; Part B, Quantitative Assessments and Qualitative Ratings; and forms covering special programs/services. These special programs/services forms are to be appended to Form 1, Part A. They include:

Form 1 - CHE College Self-Appraisal of Consumer and Homemaking Education Program/Services.

Form 1 - SE College Self-Appraisal of Program to Achieve Sex Equity.

Form 1 - SP College Self-Appraisal of Programs/Services for Special Populations: Disadvantaged, Displaced Homemaker, Handicapped, Limited/Non English Speaking.

The college will provide a single copy of the completed Form 1 and the appended forms to the COPES Service Center.

- Form 2 - Faculty Appraisal of Specific Occupational Program, to be completed for each USOE Code 6-digit occupational program and for Cooperative Work Experience Education. Program staff reach consensus quantitative assessments and qualitative ratings for each program standard. The college will send to the COPES Service Center a single copy of the completed Form 2 for each 6-digit occupational program and for Cooperative Work Experience Education.

- Form 3 - Administrator and Counselor Appraisal of Occupational Education, completed individually by administrators and counselors selected by the college to participate in the self-study. Quantitative assessments and qualitative ratings will apply to the college overall system for occupational education. The college will send all completed Form 3's to the COPES Service Center.
- Form 4 - Part-Time Faculty Perceptions of Occupational Education, to be completed by all (if fewer than 100) or a representative sample of part-time occupational instructors. Forms are to be distributed to part-time occupational instructors with an explanatory cover letter. Suggested copy for the letter is shown as Appendix A-3. An alternate approach to the short Form 4 will be to have part-time instructors participate in the consensus ratings recorded on the Form 2. The college will send all completed Form 4's to the COPES Service Center.
- Form 5 - Student Perceptions of Occupational Education, to be completed by a representative sample of at least second term students enrolled in occupational programs. The college may wish to sample SAM (Student Accountability Model) B and C students. This sampling is to be achieved through the course classification already completed by the college. To identify these responding groups of students, Form 5 is provided in two different colors, green for SAM B and blue for SAM C. Students complete forms in class after a student or the instructor has read the instructions and a letter (See Appendix A-4) from the college president. Students representing all program areas are included in the responding group. Completed forms from each responding class are sealed in a large envelope which is labeled with the course title, SAM classification and occupational program. The college will send all completed Form 5's to the COPES Service Center.
- Form 6 - Advisory Committee Perceptions of Occupational Education to be completed by all (if fewer than 100) or a representative sample of advisory committee members. The sample is to include a random selection of a proportionate number of members from each occupational advisory committee. Forms are to be mailed with a cover letter signed by an appropriate college representative. Suggested copy for the letter is shown as Appendix A-5. The college will send all completed Form 6's to the COPES Service Center.

STEP 8

IDENTIFICATION AND NOTIFICATION OF GROUP A AND GROUP B COLLEGES

Critical Points

- COPES Service Center identifies scientifically selected group of representative colleges for validation site visits (Group A).
 - COPES Service Center appoints a site visit chairperson for validation colleges (Group A) and self-study consultant for colleges without validation visit (Group B).
 - College presidents and self-study coordinators are notified of Group A and Group B selections and appointed COPES chairpersons and self-study consultants.
 - These activities are completed early in December.
-

Of community colleges involved in a COPES self-study in a given year, about 40 percent are chosen for validation site visits. The precise number will depend on budget allocations for the statewide evaluation and reporting system. Ideally, Group A colleges are scientifically selected by the Chancellor's Office in early Dec. These are representative of all colleges participating in COPES that year. Accordingly, the colleges visited will range from very large to very small and will be from all parts of the state.

When selected, a Group A college will be assigned a site visit chairperson. A COPES consultant will be appointed for each Group B college to assist as needed with remaining steps in the self-study process, such as discussion of the written report and preparation of the college action plan. The chairpersons and consultants are contacted by the COPES Service Center to confirm their assignments.

The president and self-study coordinator of each college are notified in early December of their college's status in the selections and the person who will serve as their site visit chairperson or COPES consultant. From that point on, the chairperson or consultant becomes the chief COPES professional contact with a college in the further processing of its self-study.

STEP 9

APPOINTMENT OF VALIDATION TEAMS (Group A Colleges only)

Critical Points

- A validation team appropriate in size and composition for each Group A college is appointed by the COPES Service Center.
 - College president and coordinator, as well as site visit chairperson, are notified of team appointments for college.
 - These activities are completed four weeks prior to site visit.
-

During advance planning, information is obtained on the enrollments and other characteristics of each college, such as diversification of programs and services offered. From this information, team size and composition are determined. Team members are appointed from previously prepared team member panel. (See Step 5). As soon as commitments are firm, the team chairperson and the college are notified to facilitate further site visit preparation.

STEP 10

VALIDATION VISIT SCHEDULES (Group A Colleges only)

Critical Points

- College personnel and others to be interviewed by COPES validation team are scheduled, and list of potential substitutes is developed by self-study coordinator.
 - Logistical arrangements for team are completed by self-study coordinator with concurrence of team chairperson.
 - Detailed team visit schedule and logistical arrangements are forwarded to COPES Service Center.
 - These activities are completed three weeks prior to team visit.
-

During their site visit, COPES validation team members will interview as many self-study participants as feasible. The numbers and types of interviewees (and sampling procedures if required) will be discussed in advance planning. When a college is identified in Group A, final determination of interviewee numbers and types will be made by the self-study coordinator in cooperation with the site visit chairperson. Normally interviews will be scheduled for occupational teachers, counselors, administrators, and other key personnel who have participated in the self-study process; and possibly with advisory committee members, administrators of feeder high schools, and other appropriate persons in the community. Informal talks, scheduled or unscheduled, will also be held with students. Special schedules may be required for team members concentrating on such areas as SAM, disadvantaged handicapped, CWE, re-entering students, limited/non-English speaking, CHE and sex equity.

Each person scheduled as an interviewee receives sufficient advance notice, and the interview is arranged at an hour that does not unduly conflict with his or her professional or other responsibilities.

To cover the likelihood that some persons scheduled for interviews will be unable to participate at the last minute, lists of potential substitutes are developed. Substitutes should be randomly selected in cases where group sampling has been involved.

A double-check also is made to assure that each interviewee has received appropriate orientation to COPES and has been involved in completion of a COPES instrument.

Names and positions of the interviewees are entered by the college self-study coordinator or logistics assistant into the detailed site visit schedule form or forms (provided during advance planning). The completed detailed schedule is forwarded to the COPES Service Center three weeks in advance of the team's visit. Assignment of interviewers is a function of the site visit chairperson and will not be completed by the college.

Concurrently the college coordinator, with the cooperation and approval of the site visit chairperson, completes the logistical arrangements form provided during advance planning. This form contains such information as hotel reservations, team conference room, local transportation, secretarial and audiovisual assistance. It also is forwarded to the COPES Service Center three weeks prior to the site visit.

STEP 11

VALIDATION TEAM VISIT (Group A Colleges only)

Critical Points

- COPEs team members study pertinent data prior to visit.
 - Team engages in interviews and other activities to validate self-study findings.
 - Team oral report is presented and written report drafted.
-

The COPEs team visits the college in accord with the previously arranged detailed schedule. Typically, the visit requires three days. Prior to their arrival, team members will have received and studied pertinent college materials, as well as a copy of Form 1 (The official College Self-Appraisal of Occupational Education Programs and Services with appended special programs/services forms, signed by the president). Computer tabulations of the perceptions of various self-study groups are made available to team members at the team organization meeting prior to the visit (see Appendix B). Also available to the team at this time are the self-study participants' written responses.

To validate the college's self-study findings, the team develops its own perceptions of the effectiveness of the various aspects of the college's occupational education system. In the process team members obtain information in a variety of ways, including interviews, observations, and study of college documents and reports.

At the conclusion of data-gathering activities, the team meets to prepare its oral presentation and outline its written report to the college. At this meeting team members synthesize their information and reach consensus on their quantitative and qualitative perceptions. COPES Form 7 (Summary Profile by Site Visit Team) is used to record this consensus. Team perceptions are related to the college's official self-appraisal as well as to the perceptions of participating groups. The team also reaches consensus on the college's occupational education strengths and priority needs for improvement. Emphasis may be placed upon specific programs or program areas and services.

Subsequently, the team makes its oral presentation. The presentation includes summarization of concurrences and disparities between team perceptions and those of self-study participants, as well as team identifications of college strengths and needs for improvement.

Prior to the team's departure from the college, a draft of the written report is prepared and reviewed by members of the team.

STEP 12

WRITTEN REPORT TO COLLEGE

Critical Points

- COPES Service Center forwards written report to college president.
 - For Group A colleges this activity is completed two weeks after team visit. For Group B colleges it is accomplished in February.
-

Within two weeks after the validation team visit for Group A colleges and in February for Group B colleges, three copies of a written self-study report are forwarded to the college president by the COPES Service Center. This report is for the use of the college president and the self-study committee in consideration of the findings, development of a college action plan, and dissemination of results.

The report summarizes:

- The college's occupational education strengths.
- Needs for improvement meriting priority attention.
- Other information considered constructive.

Profiles from Forms 1, 2 and 3 are appended to the report, as well as the tabulations of the perceptions of part-time faculty, students, and advisory committee members.

For Group A colleges, Form 7, which represents the team consensus profile of occupational education at the college, also is appended to the report. Other pertinent appendixes also are attached. They include such details as team membership and activities and reports on special programs/services.

STEP 13

COLLEGE ACTION PLAN

Critical Points

- College president refers written report to self-study committee for analysis.
 - Self-study committee prepares college action plan.
 - Action plan is forwarded to COPES Service Center.
 - These activities are completed four weeks after college's receipt of written report.
-

As soon as feasible after receiving the written report from the COPES Service Center, the self-study coordinator distributes copies to the college self-study committee. The self-study committee analyzes the information and completes its action recommendations, using the format contained in Appendix C of this guide. The college's COPES consultant or site visit chairperson is available to provide advisory assistance.

When signed by the president, the substance of the action plan is incorporated into any more comprehensive occupational education plans the college prepares. A copy of the action plan is forwarded to the COPES Service Center for use in a statewide summary of accomplishments and in the briefing for a future revisit to the college. (See Step 15).

STEP 14

FEEDBACK FROM COLLEGE

Critical Points

- College self-study participants complete feedback form.
 - Completed forms are mailed by college to COPES Service Center two weeks after action plan is sent.
 - Feedback tabulations and comments are prepared by COPES Service Center.
 - Feedback report is mailed to college president and, from Group A colleges, to validation team members.
-

Two weeks after the action plan has been completed by the college self-study committee, feedback on the self-study is sent to the COPES Service Center. This procedure is discussed during advance planning.

The college coordinator reproduces the letter and form (See Appendix D). These are distributed to participants in the appraisal process who were involved in completion of Forms 1, 2, and 3. A numbered envelope for return of responses to the college coordinator is prepared at the college and attached to each form. These envelopes insure confidentiality of responses while providing a means for follow-up. Deadline for return is noted on the envelopes.

Responses are sent unopened to the COPES Service Center for processing. Three copies of the tabulated and verbatim responses are sent to the college president to assist the college in improving its future self-study efforts. Where applicable, a copy also is sent to each validation team member and, in Group B colleges, to the appropriate self-study consultant.

The responses also are reviewed at the COPES Service Center so that any indicated further refinements in the system can be made. Many COPES improvements already have resulted from the suggestions of hundreds of college participants.

STEP 15

COLLEGE REVISIT

Critical Points

- College is sent form requesting feedback information on implementation of its action plan.
 - College schedules one-day revisit by COPES representative.
 - COPES representative visits college to validate and elaborate upon feedback information.
 - COPES Service Center sends revisit report to college president.
 - These activities are completed in spring of year following college's self-study, no later than middle of May.
-

Often-asked pertinent questions are, "What happened as a result of the college self-study? Did any needed modifications occur? Was the action plan implemented?"

Mid-year following a COPES self-study, the COPES Service Center contacts the presidents and self-study coordinators of all the previous year's self-study colleges. Through use of a simple questionnaire, with the college's action plan as the central component, each college is asked to indicate what has happened as a result of its self-study. Arrangements are made for a COPES representative to visit the college to validate and elaborate upon the college responses. Typically the revisit is made by the previous year's site visit chairperson or COPES consultant.

These revisits are used as one measure of COPES impact in improving the quality and availability of occupational education in California's community colleges. Revisit information also is useful in COPES continuous refinement process.

Appendix A
SUGGESTED ORIENTATION COMMUNICATIONS

STAFF LETTER

(On college letterhead)

TO ALL COLLEGE PERSONNEL:

We are participating in a comprehensive appraisal of the effectiveness of occupational education offered by (name of college). This appraisal is largely a self-study, involving many college personnel - teachers, counselors, and administrators - as well as students and people in the community who serve on our occupational education advisory committees.

Our purpose is to identify areas of strength and needs for improvement, so that we may plan for future action and allocation of resources. The study will also meet the requirements for program evaluation mandated by the California State Plan for Vocational Education and the Vocation Education Amendments of 1976.

In addition to our college, 25 other California community colleges will be participating in the self-appraisal this year. For compatibility of data and consistency of results, we will be using the COPES (Community College Occupational Programs Evaluation System) process. COPES is a tested, proven system sponsored by the Chancellor's Office, California Community Colleges.

In order for the self-appraisal to be meaningful and of value to us as we plan for the future, the thoughtful participation of all college personnel is essential. Some of you will be active participants in the self-study, others will play a less involved role. Your cooperation in this effort will be appreciated.

To assist us, a consultant from the Chancellor's Office or a team of professionals may visit our campus. Please do what you can to be of help to any of these visitors to our college.

(College President)

APPENDIX A-2

PRESS RELEASE

How well is (name of college) preparing occupational education students for their chosen careers?

A comprehensive college appraisal has been undertaken to determine the answer to that question, President _____ (name) _____ announced today.

Many men and women, both on the campus and in the community, are participating in the self-study process, according to President _____ (name) _____. They include occupational education instructors, counselors, college administrators, students, and members of college advisory committees.

To accomplish the study, the college is using a statewide service sponsored by the Chancellor's Office of the California Community Colleges. The service is called COPES (Community College Occupational Programs Evaluation System).

"This is an extremely important project for _____ (Name of College) _____", President _____ (Name) _____ explained. "Our purpose is to identify areas of strength and needs for improvement in our occupation education so that we may more effectively meet the needs of present and future students."

PART-TIME FACULTY LETTER
(On College Letterhead)

We are in the process of studying our occupational education programs to learn what we can do to make them better. COPES (Community College Occupational Programs Evaluation System) is being used for this evaluation.

Part-time faculty views are very important to us as a part of the study. Please take a few minutes to complete the attached form and return it to us in the envelope provided.

We appreciate your assistance in helping us improve our occupational education programs.

Sincerely,

(Appropriate College
Administrator)

STUDENT LETTER
(On College Letterhead)

TO BE READ TO CLASSES PARTICIPATING IN THE SELF-STUDY

We are in the process of studying our occupational education programs to learn what we can do to make them better. For this study we are using COPES (Community College Occupational Program Evaluation System). Student views are very important.

Please take the next few minutes to complete the questionnaire that has just been given to you. You need not sign your name, but do indicate the name of the class in which you are completing the form. About 500 students enrolled in occupational programs at Name of College will be participating in the study.

In addition to students, others taking part in the evaluation are teachers, counselors, administrators, and members of our advisory committees. All of the answers to the various questionnaires will be forwarded to a COPES Service Center for computerization and analysis.

Our goal, of course, is to make sure we're doing everything we can for the career success of our students. Your cooperation will be greatly appreciated.

Thanks for your help.

Sincerely,

 (College President)

ADVISORY COMMITTEE LETTER
(On College Letterhead)

We are in the process of evaluating our occupational education programs to learn what needs to be done to make them more effective. For this study, we are using COPES (Community College Occupational Programs Evaluation Systems).

Advisory committee views are very important to us. It would help if you would take a few minutes to complete the attached form and return it in the envelope provided.

At a future meeting of your advisory committee we will tell you about the results of the study.

Thank you for your cooperation.

Sincerely,

(Appropriate College
Administrator)

Appendix B
COPES COMPUTER TABULATION FORMS

COPES COMPUTER TABULATION FORMS

The COPES Service Center uses a computer to reduce evaluation instrument responses by various participant groups to tabulations readily usable by the college.

These COPES forms are as follows:

- Form A (123). Computer tabulation showing distribution of responses by item on Forms 1, 2, and 3. Prepared by COPES Service Center. Form 2 respondents grouped into occupational clusters (e.g., health occupations, distributive education, consumer and homemaking education) and Cooperative Work Experience Education. Form 3 respondents tabulated as administrators and counselors. Computer runs provided as confidential resource information at site visit team organization meeting in the event the college is scheduled for a validation visit. Appended to written report to college.
- Form B (7-123). Computer tabulation profiling intervals of median response by item from College Self-Appraisal (Form 1), occupational education professional staff (Form 2), and administrators and counselors (Form 3). Information typed on Form 7 by COPES Service Center staff and provided to team members at site visit team organization meeting.
- Form C (4). Computer tabulation showing distribution of responses by item on Form 4, of Part-time Faculty Perceptions of Occupational Education. Form 4 respondents grouped into occupational cluster. Prepared by COPES Service Center. Distributed to COPES team at site visit team organization meeting. Table showing totals by item appended to written report to college.
- Form D (5). Computer tabulation showing distribution of responses by item on Form 5, Student Perceptions of Occupational Education. Form 5 respondents grouped into occupational clusters. Prepared by COPES Service Center. Distributed to COPES team at site visit team organization meeting. Table showing totals by item appended to written report to college.
- Form E (6). Computer tabulation showing distribution of responses by item on Form 6, Advisory Committee Perceptions of Occupational Education. Form 6 respondents grouped into occupational clusters. Prepared by COPES Service Center.

Distributed to COPES team at site visit team organization meeting. Table showing totals by item appended to written report to college.

- Form F. Computer tabulations showing distribution of responses by item on Form 2 by 6 digit program and Cooperative Work Experience Education for all community colleges participating in self-study in a school year. Used by the COPES Service Center for preparing the year-end report of program strengths and needs for improvement. Available to individual colleges on request.

Appendix C
COLLEGE ACTION PLAN

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DO NOT FIRM THIS PAGE

College: _____

Date: _____

OCCUPATIONAL PROGRAM

ACTION PLAN

Action Objective (Priority Ranked)	Estimated Additional Resources	Estimated Additional Budget	Assignment of Responsibility	Initiation Date	Completion Date

Appendix D
COLLEGE FEEDBACK ON COPES

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Appendix D

**COPES Feedback Letter
(On College Letterhead)**

(Date)

To: All Staff Participants, COPES Self-Study

From: (College President)

Please take a few minutes of your time to fill out the attached survey form. Its purpose is to help determine the effectiveness of the services provided through COPES to assist us in our recent occupational education self-study.

**I would appreciate your returning your completed form to (Place)
in the numbered envelope, sealed for confidentiality, by (Date),
for forwarding to the COPES Service Center.**

Thank you for your cooperation.

NOTE: This request for information should be distributed only to persons who completed COPES Form 1, 2, and 3.

Date _____

College _____

FEEDBACK ON COPES FROM PARTICIPATING COLLEGE PROFESSIONALS

COPES' goal is to improve the quality and availability of occupational education by assisting a college in identifying its occupational education strengths and needs for improvement. Though the system has been modified in its years of application, additional refinements may be desirable.

We would appreciate your views on your college's COPES self-study. Use back of page and additional sheets as necessary. Use the return envelope provided. These envelopes will be forwarded unopened to the COPES Service Center for analysis. Tabulations and your verbatim responses (typed to insure confidentiality) will be returned to your college president and to the COPES team members or consultant who visited your college.

1. What is your general reaction to your college's COPES self-study?

Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____

2. What is your general reaction to the COPES validation site visit portion of your college's self-study (if applicable)?

Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____

3. What is your reaction to the written report provided to your college?

Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____

4. What is your reaction to the Action Plan developed by your college self-study committee?

Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____

5. Do you have any suggestions for improving the following:

a.	Orientation for participation in self study?	Yes _____	No _____
b.	Pre-site visit self-study activities?	Yes _____	No _____
c.	Scheduling arrangements during site visit?	Yes _____	No _____
d.	Oral reporting of COPES team or consultant to your college?	Yes _____	No _____

If yes, to any or all of the above, please identify below the item by its letter and write your suggestion for improvement. Use back of sheet and/or extra sheet if necessary.

6. Do you have any other suggestions on COPES? Yes _____ No _____

If yes, please respond below. Use back of sheet and/or extra sheet if necessary.

During the COPES self-study, I participated in the following ways: (Please Check)

_____ Attended Orientation Meeting	_____ Attended Team's Oral Presentation
_____ Completed a COPES perceptions Form	_____ None of these
_____ Was interviewed by Team Member	

Name and Title Optional _____

AD HOC ADVISORY COMMITTEE
(COPES/SAM CONSORTIUM)

Dr. Joseph E. Berruezo
Director, Vocational - Technical Education
COLLEGE OF MARIN

Dr. Nathan Boortz
Consultant

Dale L. Bratten
Dean of Instruction
COLUMBIA JUNIOR COLLEGE

Dr. Richard Brightman
Associate Dean of Instruction
ORANGE COAST COLLEGE

Walter Brooks
Vice President, Student Affairs
SHASTA COLLEGE

Irvin Colt
Director, Occupational Education
MT. SAN ANTONIO COLLEGE

Dr. A. Robert DeHart
President
DE ANZA COLLEGE

Dr. John Randall
Superintendent/President
MT. SAN ANTONIO COLLEGE

Thomas Rose
Research Coordinator
PALOMAR COLLEGE

Herbert Schlackman
Dean of Occupational Education
SANTA MONICA COLLEGE

William Steinberg
Consultant

Dr. Robert Thompson
Director, Technical Education
FOOTHILL DeANZA COMMUNITY
COLLEGE DISTRICT

Richard E. Whiteman
Dean, Vocational Education
CERRITOS COLLEGE

Dr. David Lien
Assistant Dean/Technical
Vocational
GROSSMONT COLLEGE

Dr. Donald Medley
Instructor, DP
MOORPARK COLLEGE

Judith Moss
Research Director
SAN FRANCISCO COMMUNITY
COLLEGE DISTRICT

John H. Mills
Specialist, Occupational
Education
CHANCELLOR'S OFFICE,
CALIFORNIA COMMUNITY
COLLEGES

Dr. Ernest R. Neasham
Evaluation Consultant
Vocational Field Operations
CALIFORNIA STATE DEPARTM
OF EDUCATION

C. Allen Paul
Dean of Technical-Vocational
Education
GROSSMONT COLLEGE

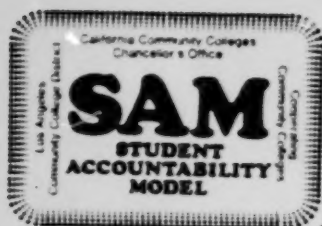
EX-OFFICIO

Dr. George W. Ebey
Consultant
GEORGE EBAY ASSOCIATES

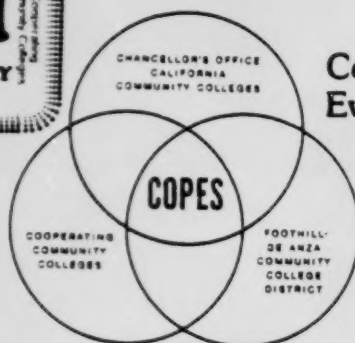
Dr. Ben K. Gold
Research Director
LOS ANGELES CITY COLLEGE

Shirley B. McGillicuddy
Project Coordinator
SHIRLEY MCGILLICUDDY
& ASSOCIATES

Dr. Bill Morris
Chancellor's Office
CALIFORNIA COMMUNITY
COLLEGES

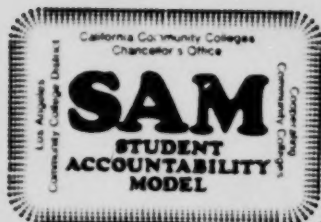


COPEs INSTRUMENTS

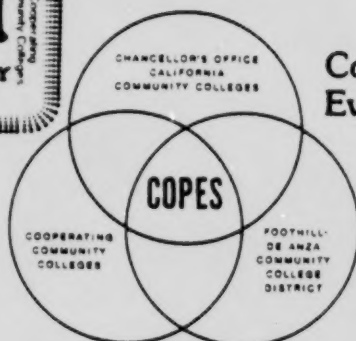


Community College Occupational Programs Evaluation & Reporting System

- Form 1 (white) COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES, completed by the President or his designate and signed by the President. Represents the college official position. Consists of Part A-Basic Factual Information, Part B-Quantitative and Qualitative ratings of program standards and appended forms:
- Form 1 - CHE, College Self-Appraisal of Consumer and Homemaking Education Program/Services.
- Form 1 - SE, College Self-Appraisal of Program to Achieve Sex Equity.
- Form 1 - SP, College Self-Appraisal of Programs/Services for Special Populations: Disadvantaged, Displaced Homemaker, Handicapped, Limited/Non-English Speaking.
- Form 2 (pink) FACULTY APPRAISAL OF SPECIFIC OCCUPATIONAL PROGRAM, completed by full time occupational instructors. Consensus ratings for each USOE Code 6 digit program and CWE.
- Form 3 (tan) ADMINISTRATOR AND COUNSELOR APPRAISAL OF OCCUPATIONAL EDUCATION, completed by administrators and counselors selected by the college for self-study participation.
- Form 4 (yellow) PART-TIME FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION, completed by part-time occupational instructors.
- Form 5 (blue and green) STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION, completed by students enrolled in occupational courses, may be separated into SAM (Student Accountability Model) B and C students.
- Form 6 (white) ADVISORY COMMITTEE PERCEPTIONS OF OCCUPATIONAL EDUCATION, completed by occupational program advisory committee members.
- Form 7 (white) SUMMARY PROFILE BY SITE VISIT TEAM, completed by validation team, includes Quantitative and Qualitative ratings of program standards and appended forms: CHE, SE, and SP Disadvantaged, Displaced Homemaker, Handicapped, Limited/Non-English Speaking.



COPES FORM 1



Community College Occupational Programs Evaluation & Reporting System

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES

Consists of Part A: Basic Factual Information and Part B: Quantitative and Qualitative assessments of 40 program standards for Occupational Education and open end responses on program strengths and needs for improvement, and appended forms, including:

- Form 1 - CHE, College Self-Appraisal of Consumer and Homemaking Education Program/Services.
- Form 1 - SE, College Self-Appraisal of Program to Achieve Sex Equity.
- Form 1 - SP, College Self-Appraisal of Programs/Services for Special Populations. A separate form is completed for Disadvantaged, Displaced Homemaker, Handicapped and Limited/Non-English Speaking program/services.

RESPONDENT President or his/her designate and signed by the president. The president may wish to designate the chief occupational administrator to complete the Form 1- Part A and Part B and coordinators of special programs/services to complete the appended forms.

Perceptions apply to the overall system for occupational education at the college and represent the official college view.

COPES

PARTICIPATION

The President and his/her designates should participate in the scheduled COPES orientation session, and a team interview if the college is selected for a validation visit, and attend the oral report, review the written report and complete a Feedback Form. The President reviews, signs and forwards the College Action Plan to the COPES Service Center. The president determines college distribution of the written report, feedback summary and Action Plan.

NUMBER OF FORMS SENT TO COPES SERVICE CENTER AND USE OF FORMS

One complete package of the Form 1 is forwarded to the COPES Service Center. The package includes Part A, Part B with the open-end response, and the appended forms for all special programs/services. Quantitative and Qualitative assessments are included on the computer tabulation Forms A and B (see COPES Guide, Appendix B) made available to the college with the written report. Complete Form 1, including appended Form 1's, are made available to the site visit team in the event the college is selected for a validation visit. Information, without college identification, may be used in the preparation of a "state of the art" report for statewide use and to comply with federal reporting requirements.

COPEs CALIFORNIA COMMUNITY COLLEGES

1

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES

This form, when signed by the college president, will represent the official college view of its system of occupational education and support programs and services.

The form consists of:

Part A - Basic factual information

Appended Forms - Basic factual information and ratings of:

Program/Services for Special Populations — Disadvantaged, Handicapped, Limited/Non-English Speaking, Displaced Homemaker (Form SP-1 - a separate form to be completed for each of the four areas); Program to Achieve Sex Equity (Form SE-1); and Consumer and Homemaking Education Program/Services (Form CHE-1)

Part B - Quantitative and qualitative ratings on various aspects of the college's occupational education programs/services

Parts A and B may be completed by the president or his designate(s). The president may wish to designate special programs/services coordinators as the persons to complete the appended forms. These six appended forms, when completed, should be attached to the completed Form 1 - Part A. Information provided in Part A of this form will assist with ratings of many of the items in Part B.

If you are selected to receive the services of a COPEs team to validate the college self-study, both parts of this completed form and the appended forms will be distributed on a confidential basis to the team members prior to their visit to your campus. They will be used as background for interviewing and for study of pertinent materials during the visit. The completed form also will be of value to you in comparing your official view of the college's occupational education with perceptions of other self-study respondent groups.

Person completing Form 1-Parts A and B:

(Signature)

Title _____

President:

College _____

(Signature)

Date _____

COPEs

CALIFORNIA COMMUNITY COLLEGES

1 - Part A

Part A

BASIC FACTUAL INFORMATION

GOALS AND OBJECTIVES

1. Planning and Evaluation Information

Briefly describe your college system for collecting, disseminating, and using planning information.

	Labor Market Needs	Community Populations Needs	Job Performance Requirements	Student & Employer Follow-Up Information
Person(s) Responsible for Collecting Information (Name & Title)				
Frequency for Updating				
Source(s) or System for Collecting				
How and To Whom Disseminated				
How Used				
Evidence of Program Modification as a Result of Planning and Evaluation Information				

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CALIFORNIA COMMUNITY COLLEGES

1 - Part A

PROCESSES

2. Articulation and Coordination

- a. Briefly describe the role of your college in articulating and coordinating occupational education programs with the following:

	College Role and Responsibilities	Department or Individual Assigned Primary Responsibility
High Schools including ROP/Cs		
Other Community Colleges		
Proprietary Schools		
Community Agencies and Programs, such as CETA, RAVE Council		
Four Year Colleges		
Business and Industry		
Other		

- b. Briefly list the priority needs, if any, for improving the articulation and coordination described above.

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1 - Part A

3. Occupational Education Availability and Accessibility

- a. Briefly summarize college policies/procedures that influence the accessibility and availability of occupational programs and courses.

Enrollment Policies	
Student Selection/ Placement in Impacted Programs	
Flexibility in Scheduling and Locating Programs and Courses	
Review of Prerequisites	
Registration Procedures	
Other	

- b. Briefly list priority needs, if any, for improving policies/procedures summarized above.

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1 - Part A

4. Efforts to Maintain Program Quality

a. Briefly describe procedures the college uses to assure quality occupational programs.

Program Evaluation	
Program Modification and/or Deletion	
Program Initiation	
Instructional Strategies	

b. What occupational programs (not courses) have been added at your college in the past four years? List program(s) and reason(s).

c. What occupational programs (not courses) have been deleted at your college in the past four years? List program(s) and reason(s).

COPEs CALIFORNIA COMMUNITY COLLEGES

1 - Part A

5. Support Programs/Services

Briefly describe your college efforts to ensure relevant student programs/services.

	Work Experience or Equivalent Clinical Experience	Program Advisement and Career Counseling	Placement
Objective(s)			
Provision for Organization/ Coordination			
Description of Program/ Service			
Provision for Coordination with Occupational Instruction			
Activities to Assure Availability to Students			
Provision for Community/Industry Input			
Priority Needs for Improvement, if any			

COPEs CALIFORNIA COMMUNITY COLLEGES

1 - Part A

6. SAM Implementation

Indicate the status of implementation of SAM (Student Accountability Model) for student accounting and follow-up at your college.

State of Implementation

	Complete 100%	75%	50%	25%	Not at all 0%
a. Occupational course are identified and labeled with appropriate priority letter and USOE or CID code.					
b. Provision is made for periodic revision of course priorities and assigning priorities to new courses.					
c. Student majors are identified using SAM classification system.					
d. Student master file contains elements needed for completing VE forms.					
e. VE enrollment forms data are produced routinely using SAM system.					
f. Follow-up matrix for non-continuing students is produced routinely after Fall census week.					
g. College has systematic plan for periodic follow-up of occupational students utilizing SAM follow-up matrix.					
h. College has plan for periodic employer follow-up.					
i. VE follow-up forms are produced using SAM follow-up procedures.					
j. Follow-up findings are disseminated to administrators, division/department chairpersons and faculty.					

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CALIFORNIA COMMUNITY COLLEGES

1 - Part A

7. Staffing

- a. Attach a copy of your college's current administrative organization chart.
- b. Attach the most recent copy of the VE-47 report compiled by the college for completion of the district report. Note any significant changes that have occurred since the completion of that report. (The data provided should include: instructors by program, full and part-time, and administrators and support program/services personnel, full and part-time).
- c. Briefly describe your college's program for providing inservice education opportunities (such as curriculum development, work experience, conference and seminar participation) for occupational faculty.

COPEs CALIFORNIA COMMUNITY COLLEGES

1 - Part A

RESOURCES

8. Enrollment information

- a. Provide enrollment information for your college in the space below. (Use Form CCAF-130, Active Enrollment in California Community Colleges, for most recent reporting date).

Enrollment	Full Time	Part Time	Total
Day			
Evening			
Total			

- b. Attach a copy of the information compiled for your college to complete the most recent district VE-48 report, Enrollments in Vocational Education Programs/Services.
- c. For the past three years, show ADA at the end of each fiscal year. (Use data from Forms CCAF-320 and VE-3b. In multi-college districts, instead of referring directly to VE-3b, use college data compiled for district completion of that form if readily available. Otherwise, attach table using most readily available reliable student population data showing (a) relationship of occupational education to total college offerings and (b) recent history of this relationship).

(1) Fiscal Year	(2) Total College ADA (From CCAF-320)	(3) Total Occupational ADA (From VE-3b)	(4) Occupational % of Total ADA (Col. 3 ÷ Col. 2)
Last Year			
Preceding Year 19____ to 19____			
Preceding Year 19____ to 19____			

9. Follow-up Information

- Attach a copy of the most recent information compiled by your college for completion of the district VE-45 report of student "leavers and completers."

1 - Part A

a. Briefly describe any steps taken by your college to keep labor, business, industry, the professions, and the general public aware of your occupational programs' needs for community resources (such as field trips, outside speakers, facilities, equipment, scholarships).

b. Briefly describe the college use of advisory committees, including committee selection, duration of appointment, meeting frequency, evidences of effectiveness, involvement of instructors.

c. How many occupational programs have active advisory committees?

Total Number
of Programs _____

Number with Active
Advisory Committee _____ %

d. List those programs considered to be exemplary in their use of advisory committees.

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1 - Part A

11. Budget Information

Show below the indicated budget information for the last fiscal year.

Category	Amount
Total Budget Expenditures for Entire College - "Direct Current Expenditures for Instruction." (Use data from the CCAF-311 report submitted for that year; enter total of items 1000, 2000, 4000, 5000 - except in multi-college districts enter only the total applicable to your college).	\$
Total Budget Expenditures for Occupational Education at College (Use data from the VE-3b report submitted for that year; enter total shown in last column on line for "Total Direct Expenditures" - except in multi-college districts enter only the total applicable to your college).	\$

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PART B

QUANTITATIVE ASSESSMENTS AND QUALITATIVE RATINGS OF COLLEGE'S OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES

INSTRUCTIONS

On the following pages, please give your *quantitative assessments* and *qualitative ratings* of the items listed. Guidelines for ratings appear at the top of the form. On each standard the quantitative assessments should be done first, as they may help with the qualitative rating. Please rate every item. A "Don't Know" column has been provided in the event you really don't have sufficient information to rate an item. Space also has been provided for you to note comments that may help to clarify your ratings or that suggest program improvement.

The items you are asked to rate are grouped into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals
- Processes
- Resources

Please remember that you will be responding to the college's overall occupational education system.

Thanks for your cooperation!

COPES
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
 1 None/Never
 2 Less Than Half/Seldom
 3 Half/Occasionally
 4 More Than Half/Often
 5 All/Always
 6 Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS

(Please note explanatory remarks about your quantitative or qualitative evaluations)

1

GOALS AND OBJECTIVES

WRITTEN GENERAL OCCUPATIONAL GOALS ARE:

- Understood and committed to by administrators, counselors and instructors 1
- Used as a basis for planning specific objectives for programs and services 2

COLLEGE PLANNING FOR OCCUPATIONAL EDUCATION INCLUDES:

- Participation of administrators 3
- Participation of instructors, counselors and other support services personnel 4
- Participation of students, advisory committees and the community 5

THE COLLEGE PLAN FOR OCCUPATIONAL EDUCATION IS USED AS A BASIS FOR:

- Implementing specific programs 6
- Evaluating specific programs 7

WRITTEN PROGRAM OBJECTIVES ARE:

- On file for occupational programs and stated in measurable terms 8
- Used to evaluate programs 9

WRITTEN LEARNER PERFORMANCE OBJECTIVES ARE:

- On file for courses and stated in measurable terms 10
- Available to students 11
- Consistent with employment standards 12
- Used to keep students aware of progress 13

PROGRAM STANDARDS

1 USE OF COLLEGE'S OCCUPATIONAL EDUCATION GOALS

Excellent - General occupational education goals, clearly stated in writing, are consistently used as a basis for planning specific objectives for occupational programs and services. 1

Poor - General goals are rarely considered in planning objectives for occupational programs and services.

2 PARTICIPATION IN DEVELOPMENT OF COLLEGE PLAN FOR OCCUPATIONAL EDUCATION

Excellent - Almost all administrators and/or other supervisory personnel are involved in developing and revising the college plan for occupational education. Provision is also made for input from instructors and from counselors where appropriate. 2

Poor - Development of the plan is essentially the work of one or two persons in the district or college.

3 CONCURRENCE OF PROGRAM ACTIVITIES WITH COLLEGE PLAN FOR OCCUPATIONAL EDUCATION

Excellent - Goals and relevant objectives, stated in the college plan for occupational education are consistently used as a basis for development and evaluation of occupational program. 3

Poor - There is little relationship between plan and practice.

4 USE OF MEASURABLE PROGRAM OBJECTIVES

Excellent - Evaluation of programs is based on written objectives stated in measurable terms (such as planned enrollments, completions, placements). 4

Poor - No written objectives stated in measurable terms exist for occupational programs.

5 USE OF MEASURABLE LEARNER PERFORMANCE OBJECTIVES

Excellent - Learner performance objectives, stated in writing and in measurable terms, are used to evaluate student progress in almost all courses in occupational programs. Learner objectives are based on employment standards. 5

Poor - No course in any occupational program has written learner performance objectives stated in measurable terms.

COPEs
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

QUANTITATIVE ASSESSMENTS

QUALITATIVE RATINGS

1

Quantitative assessments are your evaluations of actual performance levels achieved.

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations.)

		PROGRAM STANDARDS											
		1	2	3	4	5	6	1	2	3	4	5	6
		Keypunch Instructions	None/Newer	Less Than Half/Occasionally	More Than Half/Seldom	All/Always	Don't Know	Keypunch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent
DATA ON LABOR MARKET NEEDS ARE:													
• Kept current for all programs using a variety of sources.	14												
• Used in planning and evaluating programs.	15												
DATA ON COMMUNITY POPULATION NEEDS FOR TRAINING, RETRAINING AND UPGRADING JOB SKILLS ARE:													
• Kept current for programs.	16												
• Used in planning and evaluating programs.	17												
• Used in scheduling and locating programs.	18												
DATA ON JOB PERFORMANCE REQUIREMENTS AND TRENDS ARE:													
• Kept current for programs.	19												
• Used to develop and evaluate programs.	20												
• Used to plan and evaluate course content.	21												
PROFESSION/INDUSTRY STANDARDS ARE:													
• Used as a basis for planning and evaluating programs.	22												
• Used as a basis for planning and evaluating course content and instructional approaches.	23												
FOLLOW UP DATA ON COMPLETERS AND LEAVERS ARE:													
• Current and relevant for programs.	24												
• Available in usable form for instructors.	25												
• Used for planning and evaluating programs.	26												

6 USE OF INFORMATION ON LABOR MARKET NEEDS

Excellent - Current data on labor market needs and emerging trends in job openings are systematically used in development and evaluation of occupational programs.

Poor - Labor market data has not been collected for use in planning or evaluation.

7 USE OF INFORMATION ON COMMUNITY OCCUPATIONAL TRAINING NEEDS

Excellent - Current data on community occupational education needs for training, retraining, upgrading are systematically used in the development and evaluation of programs.

Poor - Community needs information has not been collected for use in planning or evaluation.

8 USE OF INFORMATION ON JOB PERFORMANCE REQUIREMENTS

Excellent - Current data on job performance requirements and trends are systematically used in the development and evaluation of programs and content of courses.

Poor - Job performance requirements information has not been collected for use in planning or evaluation.

9 USE OF PROFESSION/INDUSTRY STANDARDS

Excellent - Profession/industry standards (such as licenser, accreditation) are consistently used in planning and evaluation of programs and content of courses.

Poor - Little or no recognition is given to specific profession/industry standards in planning and evaluation of programs.

10 USE OF STUDENT FOLLOWUP INFORMATION

Excellent - Current follow-up data on completers and leavers (students with marketable skills) are consistently and systematically used in the evaluation of programs.

Poor - Student follow up information has not been collected for use in evaluation of this program.

COPES
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

QUANTITATIVE ASSESSMENTS

QUALITATIVE RATINGS

1

Quantitative assessments are your evaluation of actual performance levels achieved.

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations.)

PROCESSES							PROCESSES						
INSTRUCTIONAL APPROACHES ARE ADAPTED TO:							11 ADAPTATION OF INSTRUCTIONAL APPROACHES						
• Recognize occupational objectives of students	27						Excellent - Instructional approaches in all courses recognize and respond to individual student differences (through such means as programmed learning, self-paced and small group instruction, and bilingual assistance). 11						
• Meet individual needs of students	28						Poor - Instructional approaches in occupational programs do not consider individual student differences.						
• Provide learning assistance for students with special needs	29												
• Provide hands on, job-related experiences	30												
APPLICABLE MAJOR-RELATED COURSES ARE:							12 RELEVANCE OF MAJOR - RELATED COURSES						
• Closely coordinated with occupational programs	31						Excellent - Applicable major-related courses (such as anatomy and physiology, business and technical mathematics) are closely coordinated with occupational programs and are kept relevant and current to the needs of students. 12						
• Relevant and current to needs of students in occupational programs	32						Poor - Major-related course content reflects no planned approach to meeting needs of students in occupational programs.						
CLOSE COORDINATION AND LIAISON ARE MAINTAINED WITH:							13 COORDINATION WITH OTHER COMMUNITY AGENCIES AND PROGRAMS						
• Educational institutions offering occupational programs (such as high schools, ROC/Ps, community colleges)	33						Excellent - Effective liaison is maintained with other programs and educational agencies (such as high schools, other community colleges, regional occupational programs and centers, CETA, RAVEC) to assure a coordinated approach and avoid duplication in meeting occupational needs of the area or community. 13						
• Community agencies involved with occupational education (such as CETA, RAVE Council)	34						Poor - College activities reflect a disinterest in coordination with other community programs and agencies having impact on occupational programs.						
RELATED WORK EXPERIENCE OR EQUIVALENT CLINICAL EXPERIENCE IS:							14 PROVISION FOR WORK EXPERIENCE						
• Available at convenient locations to all students, day and evening, enrolled in occupational programs	35						Excellent - Ample opportunities are provided wherever feasible for related work experience or equivalent clinical experience for students in occupation programs. Student participation is well coordinated with classroom instruction and employer supervision. 14						
• Coordinated with classroom instruction	36						Poor - Few opportunities are provided in occupational programs for related work experience or equivalent clinical experience where such participation is feasible.						
• Coordinated with employer supervision	37												

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COPES
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
 1 None/Never
 2 Less Than Half/Seldom
 3 Half/Occasionally
 4 More Than Half/Often
 5 All/Always
 6 Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Please make explanatory remarks about your quantitative or qualitative evaluations.)

1

PROGRAM STANDARDS

		1	2	3	4	5	6			1	2	3	4	5	6		
SPECIAL SERVICES FOR DISADVANTAGED STUDENTS ARE:								15 SPECIAL PROVISIONS FOR THE DISADVANTAGED)									
• Readily available to all students needing such assistance	38							Excellent - Special services and qualified staff are provided by the college for students with academic, socioeconomic, cultural, and related disadvantages such as limited or non English speaking. Services are readily available to students in occupational programs and are coordinated with occupational instruction. 15 Poor - Almost no special services for the disadvantaged are provided.									
• Coordinated by qualified staff	39																
• Coordinated with occupational instruction	40																
SPECIAL SERVICES FOR HANDICAPPED STUDENTS ARE:								16 SPECIAL PROVISIONS FOR THE HANDICAPPED									
• Readily available to all students needing such assistance	41							Excellent - Special services and qualified staff are provided by the college for students with physical, mental, emotional, and other health impairing handicaps. Services are readily available to students in occupational programs and are coordinated with occupational instruction. Program facilities and equipment are adapted to meet student needs. 16 Poor - Special services for the handicapped, as well as facility and equipment modifications, are almost nonexistent.									
• Coordinated by qualified staff	42																
• Coordinated with occupational instruction	43																
• Planned to include modification and adaptation of facilities and equipment where needed	44																
SPECIAL SERVICES FOR THE REENTRY STUDENT OR DISPLACED HOMEMAKER ARE:								17 SPECIAL PROVISIONS FOR THE REENTRY STUDENT OR DISPLACED HOMEMAKER									
• Readily available to all students and potential students needing such assistance	45							Excellent - Support services, remedial programs and qualified staff are provided by the college to help reentry students (such as displaced homemaker) succeed in occupational programs. Services are readily available to students and are coordinated with occupational instruction. 17 Poor - Almost no special services are provided or attention is given by the college to these students.									
• Available to assist with the transition/adjustment to the college scene	46																
• Coordinated by qualified staff	47																
• Coordinated with occupational instruction	48																
ADDITIONAL SERVICES FOR STUDENTS WITH SPECIAL NEEDS ARE EVALUATED THROUGH:								18 RESULTS OF ADDITIONAL SERVICES FOR SPECIAL POPULATIONS									
• Monitoring the progress of these students enrolled in regular occupational classes/programs	49							Excellent - Additional services provided to students with special needs (such as disadvantaged, handicapped, limited and non English speaking, displaced homemaker) are evaluated on a continuing basis in relation to student progress, actual results compared to planned objectives, and employment success of former students. Evaluation results are documented and used in planning special programs/services. 18 Poor - Little or no effort is made to measure the results of additional services provided to special populations.									
• Assessing program/services accomplishments in relation to planned objectives	50																
• Follow up studies to determine employment success of these students	51																

COPES
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

QUANTITATIVE ASSESSMENTS

QUALITATIVE RATINGS

1

Quantitative assessments are your evaluations of actual performance levels achieved

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

COMMENTS
 (Please make explanatory remarks about your quantitative or qualitative evaluations)

	Keypunch Instructions						PROGRAM STANDARDS	Keypunch Instructions						
	1	2	3	4	5	6		1	2	3	4	5	6	
EMPHASIS ON OVERCOMING SEX BIAS, DISCRIMINATION AND STEREOTYPING IS GIVEN TO:							19 EFFORTS TO ACHIEVE SEX EQUITY Excellent - Emphasis is given to eliminating sex bias and sex stereotyping in programs: staffing, student recruitment, counseling and guidance, access to and acceptance in programs, selection of curricular materials, instruction, job development, and placement. 19 Poor - Almost no attention is directed toward achieving sex equity in occupational programs.							
• Program enrollments, recruitment and admission policies 52														
• Course and program content and teaching methods 53														
• Selection of curricular materials 54														
• Job development and placement 55														
• Student counseling and guidance 56														
• Staff recruitment, selection and promotion 57														
COUNSELING AND GUIDANCE SERVICES ARE:							20 EMPHASIS ON COUNSELING AND GUIDANCE Excellent - The college provides an adequate number of personnel to assure that day, evening and weekend students in occupational programs have ready access to career counseling and guidance and program advisement. Counseling staff have current knowledge related to programs and use a variety of resources (such as teachers, printed materials, audiovisuals) to meet individual student interests. 20 Poor - Counseling staff are insufficient in number, and most have little proficiency in counseling related to occupational programs. Counseling services are available during limited hours of the day and week.							
• Available and accessible for day students 58														
• Available and accessible for evening students 59														
• Available at satellite and outreach centers 60														
• Keyed to student career and program interests and needs 61														
• Informing students of nontraditional job opportunities for both sexes 62														
• Provided by qualified and knowledgeable staff 63														
• Using a variety of resources that are relevant to student needs and specific occupational programs 64														
OCCUPATIONAL PROGRAMS INCLUDE ECONOMIC INSTRUCTION WHICH HELPS STUDENTS:							21 EMPHASIS ON ECONOMIC INSTRUCTION Excellent - Occupational programs include economic information which is valuable to students as employees (on such topics as employment opportunities, starting salary, benefits, chances for advancement, cost of doing business, responsibilities and rights). 21 Poor - Almost no emphasis is placed on providing economic instruction important to students as employees.							
• Understand employee responsibilities and rights 65														
• Evaluate job opportunities in relation to salary, benefits and conditions of employment 66														
• Understand the principles of business operation and cost of doing business 67														

COPEs
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
 1 None/Neer
 2 Less Than Half/Seldom
 3 Half/Occasionally
 4 More Than Half/Often
 5 All/Always
 6 Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation, poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations.)

1

		PROGRAM STANDARDS													
		1	2	3	4	5	6	1	2	3	4	5	6		
OCCUPATIONAL PROGRAMS INCLUDES CONSUMER EDUCATION WHICH HELPS STUDENTS								22 EMPHASIS ON CONSUMER EDUCATION							
• Manage time and money	1							Excellent - Occupational programs provide economic information which is valuable to students as consumers (on such topics as personal and family budgets, personal finances, buying, utilization and conservation of natural resources). 22 Poor - Almost no emphasis is placed on providing instruction important to students as consumers.							
• Become a wise shopper	2														
• Conduct personal business transactions	3														
• Manage the combined responsibilities of a job and a home	4														
• Conserve energy and other natural resources	5														
PLACEMENT OF OCCUPATIONAL STUDENTS								23 COORDINATION OF PLACEMENT OF OCCUPATIONAL EDUCATION STUDENTS							
• Is a planned, coordinated system	6							Excellent - The college has an effectively functioning system for locating jobs and coordinating placement for students completing occupational education programs. 23 Poor - The college has no system or an ineffective system for locating jobs and coordinating placement for occupational students.							
• Identifies employment opportunities for all students	7														
• Helps students with marketable skills find employment	8														
PROGRAM COMPLETERS AND LEAVERS DESIRING EMPLOYMENT ARE:								24 PLACEMENT EFFECTIVENESS FOR STUDENTS TRAINED WITH MARKETABLE SKILLS							
• Prepared to apply for a job	9							Excellent - Program completers and leavers (students with marketable skills) desiring employment are employed within a reasonable period of time in their field of preparation or a closely related field. 24 Poor - Few students completing occupational programs and desiring employment are placed in their field of preparation or a closely related field.							
• Treated fairly and equally	10														
• Placed within a reasonable period of time in a job for which trained or one closely related	11														
SUCCESS AND FAILURE OF PROGRAM COMPLETERS AND LEAVERS ARE:								25 STUDENT FOLLOWUP SYSTEM							
• Assessed through periodic SAM (Student Accountability Model) follow up studies	12							Excellent - Success and failure of program completers and leavers are assessed through periodic SAM (Student Accountability Model) follow up studies which include participation of instructors. Information learned is made available to students, advisory committee members and others concerned (such as counselors) and is reflected in modification of occupational programs. 25 Poor - No effort is made to follow up former students of occupational programs.							
• Made available to instructors, counselors and advisory committee members	13														
• Made available to help students make career decisions	14														
• Used to modify occupational programs and courses	15														

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FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
 1 None/Never
 2 Less Than Half/Seldom
 3 Half/Occasionally
 4 More Than Half/Often
 5 All/Always
 6 Don't Know

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QUALITATIVE RATINGS

Keypunch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations)

1

PROGRAM STANDARDS											
STUDENTS AND POTENTIAL STUDENTS DESIRING ENROLLMENT IN OCCUPATIONAL PROGRAMS ARE:						26 PROGRAM AVAILABILITY AND ACCESSIBILITY					
• Identified through recruitment activities. 16						Excellent - Students and potential students desiring enrollment in occupational programs are identified through recruitment activities, counseled on employment opportunities, afforded equitable treatment in enrollment selection and not discouraged by unrealistic prerequisites. Programs are readily available and accessible at convenient times and locations. 26 Poor - Occupational programs are not available or accessible to most students seeking enrollment. Discriminatory selection procedures are practiced.					
• Counseled on employment opportunities. 17											
• Treated equitably in enrollment selection. 18											
• Not impeded by unrealistic prerequisites or costs. 19											
• Able to attend classes at accessible locations and convenient times. 20											
PROMOTION OF OCCUPATIONAL EDUCATION:						27 PROMOTION OF OCCUPATIONAL EDUCATION AS A VITAL COLLEGE FUNCTION					
• Informs the public, legislators, news media, boards, business community of program goals and needs. 21						Excellent - An active and organized effort is made to inform the public and its representatives (such as news media, legislators, boards, business community) of the importance of providing effective and comprehensive occupational education, and to gain community support and contributions. 27 Poor - There is no organized public information effort for occupational education.					
• Interprets the importance of occupational preparation as an option for students. 22											
• Gains community support and contributions. 23											
RESOURCES						RESOURCES					
THE COLLEGE ADMINISTRATIVE STRUCTURE PROVIDES FOR DIRECTION AND COORDINATION OF OCCUPATIONAL PROGRAMS THROUGH:						28 PROMISION FOR DIRECTION AND COORDINATION					
• Assignment of qualified administrative personnel. 24						Excellent - Responsibility, authority, and accountability for occupational programs are clearly identified and assigned. Sufficient administrative and/or supervisory time is provided to obtain maximum effectiveness in program planning, management, and evaluation. 28 Poor - There are no clearly defined lines of responsibility, authority, and accountability for occupational programs.					
• Delineation of responsibility, authority and accountability. 25											
• Assignment of time for supervisors and/or administrators to provide for planning and evaluation. 26											
ADMINISTRATORS AND/OR SUPERVISORS RESPONSIBLE FOR DIRECTING AND COORDINATING OCCUPATIONAL EDUCATION ARE:						29 QUALIFICATIONS OF ADMINISTRATORS AND/OR SUPERVISORS					
• Skilled in management techniques. 27						Excellent - Persons responsible for direction and coordination affecting occupational programs demonstrate a high level of administrative ability. They are knowledgeable in and committed to occupational education. 29 Poor - Persons responsible for direction and coordination affecting occupational programs have little administrative training, education, and experience.					
• Committed to and knowledgeable about occupational education. 28											

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FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

QUANTITATIVE ASSESSMENTS

QUALITATIVE RATINGS

1

Quantitative assessments are your evaluations of actual performance levels achieved.

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations.)

	Quantitative Assessments						PROGRAM STANDARDS	Qualitative Ratings						
	1	2	3	4	5	6		1	2	3	4	5	6	
THE NUMBER OF INSTRUCTORS IS ADEQUATE FOR TEACHERS TO							30 NUMBER OF INSTRUCTORS							
• Meet individual student needs 29							Excellent - Instructional staffing in occupational programs is sufficient to permit optimum program effectiveness (such as through enabling teachers to meet individual student needs, provide liaison with advisory committees, and conduct placement and follow-up activities). 30 Poor - Staffing is inadequate to meet the needs of occupational programs effectively.							
• Provide liaison with advisory committees 30														
• Assist with student advisement, placement and follow-up. 31														
• Maintain ongoing contacts with employers and potential employers. 32														
THE INSTRUCTIONAL STAFF, FULL AND PART TIME, IS QUALIFIED BY							31 QUALIFICATIONS OF INSTRUCTIONAL STAFF							
• Two or more years of relevant employment experience 33							Excellent - Occupational instructors have two or more years of relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence. 31 Poor - Few occupational teachers have relevant employment experience or current competence in their field.							
• Inservice training and/or experience appropriate to the teaching assignment 34														
• Teaching competence as evidenced by peer, student and/or administrative judgment. 35														
THE COLLEGE ENCOURAGES AND SUPPORTS INSERVICE OPPORTUNITIES THROUGH							32 INSERVICE EDUCATION OPPORTUNITIES							
• Allocating funds for instructor participation 36							Excellent - The college encourages the continuing inservice growth of faculty through such opportunities as conference attendance, curriculum development, work experience. This policy is supported with time and money. The college appraises inservice growth in its evaluation of faculty. 32 Poor - Little use is made of support personnel in occupational programs.							
• Making time available for instructor participation 37														
• Assessing inservice growth in teacher evaluations. 38														
SUPPORT STAFF ARE UTILIZED IN OCCUPATIONAL PROGRAMS TO PROVIDE							33 USE OF SUPPORT STAFF							
• Office and clerical assistance 39							Excellent - Paraprofessionals (such as instructional aides, teacher assistants) and other support personnel are used to ensure maximum effectiveness of instructors in occupational programs. 33 Poor - Little use is made of support personnel in occupational programs.							
• Classroom help to students 40														
• Instructional assistance for teachers 41														

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FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels, as measured

QUANTITATIVE ASSESSMENTS

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

QUALITATIVE RATINGS

COMMENTS
(Please note
explanatory remarks
about your quantitative
or qualitative
evaluations)

I

CALIFORNIA COMMUNITY COLLEGES							QUALITATIVE RATINGS							COMMENTS (Please note explanatory remarks about your quantitative or qualitative evaluations)						
FACULTY APPRAISAL OF SPECIFIC OCCUPATIONAL PROGRAM							PROGRAM STANDARDS													
Quantitative assessments are your evaluations of actual performance levels achieved							Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable) below expectations may be assigned with those two extremes in mind													
							Key punch Instructions							Key punch Instructions						
							None/Newer Less Than Half/Seldom Half/Occasionally More Than Half/Often All/Always Don't Know							Poor Below Expectations Acceptable Good Excellent Don't Know						
							1 2 3 4 5 6							1 2 3 4 5 6						
EQUIPMENT USED ON CAMPUS OR OFF CAMPUS FOR OCCUPATIONAL PROGRAMS IS:							34 ADEQUACY AND AVAILABILITY OF INSTRUCTIONAL EQUIPMENT													
• Representative of that used in jobs for which students are being trained. 42							Excellent - Equipment used on or off campus for occupational programs is representative of that used in jobs for which students are being trained, current, operational, sufficient in amount and safe. 34													
• Safe, functional and well maintained. 43							Poor - Equipment for programs is generally outmoded or in unsatisfactory condition.													
• In sufficient supply to service the needs of students. 44																				
INSTRUCTIONAL FACILITIES (EXCLUDING EQUIPMENT) USED FOR OCCUPATIONAL PROGRAMS:							35 ADEQUACY OF INSTRUCTIONAL FACILITIES													
• Are functional for programs. 45							Excellent - Instructional facilities (excluding equipment) for occupational education meet the program and student needs, are functional, provide maximum flexibility and safe working conditions. 35													
• Meet the needs of students. 46							Poor - Facilities for occupational programs generally are restrictive, disfunctional, or overcrowded.													
• Are flexible and adaptable to changing instructional approaches and special student requirements. 47																				
• Meet safety standards. 48																				
SCHEDULING OF FACILITIES AND EQUIPMENT FOR OCCUPATIONAL PROGRAMS:							36 USE OF INSTRUCTIONAL FACILITIES AND EQUIPMENT													
• Is planned for optimum use. 49							Excellent - Scheduling of facilities and equipment for programs on campus or off is planned to maximize use and be consistent with quality instruction. 36													
• Supports quality instruction. 50							Poor - Facilities and equipment for programs are significantly under or over-scheduled.													
INSTRUCTIONAL MATERIALS AND LIBRARY RESOURCES ARE:							37 ADEQUACY AND AVAILABILITY OF INSTRUCTIONAL MATERIALS AND LIBRARY RESOURCES													
• Sufficient in quantity for enrolled students' use. 51							Excellent - Instructional materials (such as textbooks, reference books, visual aids, mock-ups) are sufficient in quantity, current, relevant to program and student needs, varied, conveniently located for maximum student use and avoid sex bias and stereotyping. 37													
• Current and relevant to the occupation. 52							Poor - Materials in occupational programs are generally outdated, limited to basic textbooks, lack relevance to program and student needs, and include sex bias.													
• Varied. 53																				
• Available and accessible to students. 54																				
• Selected to avoid sex bias, stereotyping and discrimination. 55																				

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FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
 1 None/Never
 2 Less Than Half/Seldom
 3 Half/Occasionally
 4 More Than Half/Often
 5 All/Always
 6 Don't Know

PROGRAM STANDARDS

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QUALITATIVE RATINGS

Keypunch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations.)

1

OCCUPATIONAL EDUCATION ADVISORY COMMITTEES

- Are representative of the occupation for which training is provided 56
- Provide input on course content, program modification, instructional materials and equipment, student employability, and placement 57
- Meet at least annually 58
- Extend the programs into community 59

38 USE OF ADVISORY COMMITTEES

Excellent - The advisory committees for occupational programs are representative of the occupation and are actively used by college staff in pertinent activities (such as community needs analysis, program promotion). Committees meet at least annually. 38

Poor - Advisory committee members generally do not have sufficient scope or recency of relevant experience. Committee members are relegated largely to a passive role.

THE OPERATING BUDGET FOR OCCUPATIONAL PROGRAMS

- Is planned with instructor input 60
- Is adequate for achieving program objectives 61
- Makes effective use of outside funding 62
- Is based on program priorities 63

39 PROVISIONS IN CURRENT OPERATING BUDGET

Excellent - Adequate funds are allocated in the college operating budget to support achievement of approved program objectives and planned with instructor input. Effective use is made of outside funding sources. 39

Poor - Funds provided are seriously inadequate in relation to approved objectives for programs.

THE CAPITAL OUTLAY BUDGET FOR OCCUPATIONAL PROGRAMS

- Is planned with instructor input 64
- Supports program objectives adequately 65
- Supports scheduled equipment replacement and repair 66
- Provides for facilities refurbishing and modification 67

40 PROVISIONS IN CAPITAL OUTLAY BUDGET

Excellent - Adequate funds are allocated in a planned effort to provide for needed new facilities and equipment and for equipment replacement, repair, and renovation, consistent with the objectives for occupational programs. Instructor input is part of the planning process. 40

Poor - Facilities and equipment needs in occupational programs are almost totally unmet in the capital outlay budget.

Office Use

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GET IT DONE TODAY

DATE _____

COMPLETED

1	_____	☐
2	_____	☐
3	_____	☐
4	_____	☐
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12	_____	☐

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PART B

QUANTITATIVE ASSESSMENTS AND QUALITATIVE RATINGS OF COLLEGE'S OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES

INSTRUCTIONS

On the following pages, please give your *quantitative assessments* and *qualitative ratings* of the items listed. Guidelines for ratings appear at the top of the form. On each standard the quantitative assessments should be done first, as they may help with the qualitative rating. Please rate every item. A "Don't Know" column has been provided in the event you really don't have sufficient information to rate an item. Space also has been provided for you to note comments that may help to clarify your ratings or that suggest program improvement.

The items you are asked to rate are grouped into the major components of the Community College Occupational Programs Evaluation System (COPEs), namely:

- Goals
- Processes
- Resources

Please remember that you will be responding to the college's overall occupational education system.

Thanks for your cooperation!

COPES
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Key	1	2	3	4	5	6
Key	1	2	3	4	5	6
punch	None/Instructions	Never	Less Than Half/Occasionally	Half/Seldom	More Than Half/Often	All/Always
Instructions						
Never						
Less Than Half/Occasionally						
Half/Seldom						
More Than Half/Often						
All/Always						
Don't Know						

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QUALITATIVE RATINGS

Key	1	2	3	4	5	6
Key	1	2	3	4	5	6
punch	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Instructions						
Poor						
Below Expectations						
Acceptable						
Good						
Excellent						
Don't Know						

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations.)

1

PROGRAM STANDARDS							
		1	2	3	4	5	6
GOALS AND OBJECTIVES							
WRITTEN GENERAL OCCUPATIONAL GOALS ARE:							
• Understood and committed to by administrators, counselors and instructors	1						
• Used as a basis for planning specific objectives for programs and services.	2						
COLLEGE PLANNING FOR OCCUPATIONAL EDUCATION INCLUDES:							
• Participation of administrators	3						
• Participation of instructors, counselors and other support services personnel	4						
• Participation of students, advisory committees and the community	5						
THE COLLEGE PLAN FOR OCCUPATIONAL EDUCATION IS USED AS A BASIS FOR:							
• Implementing specific programs	6						
• Evaluating specific programs	7						
WRITTEN PROGRAM OBJECTIVES ARE:							
• On file for occupational programs and stated in measurable terms	8						
• Used to evaluate programs	9						
WRITTEN LEARNER PERFORMANCE OBJECTIVES ARE:							
• On file for courses and stated in measurable terms	10						
• Available to students	11						
• Consistent with employment standards	12						
• Used to keep students aware of progress	13						

1 USE OF COLLEGE'S OCCUPATIONAL EDUCATION GOALS

Excellent - General occupational education goals, clearly stated in writing, are consistently used as a basis for planning specific objectives for occupational programs and services.

Poor - General goals are rarely considered in planning objectives for occupational programs and services.

2 PARTICIPATION IN DEVELOPMENT OF COLLEGE PLAN FOR OCCUPATIONAL EDUCATION

Excellent - Almost all administrators and/or other supervisory personnel are involved in developing and revising the college plan for occupational education. Provision is also made for input from instructors and from counselors where appropriate.

Poor - Development of the plan is essentially the work of one or two persons in the district or college.

3 CONCURRENCE OF PROGRAM ACTIVITIES WITH COLLEGE PLAN FOR OCCUPATIONAL EDUCATION

Excellent - Goals and relevant objectives stated in the college plan for occupational education are consistently used as a basis for development and evaluation of occupational program.

Poor - There is little relationship between plan and practice.

4 USE OF MEASURABLE PROGRAM OBJECTIVES

Excellent - Evaluation of programs is based on written objectives stated in measurable terms (such as planned enrollments, completions, placements).

Poor - No written objectives stated in measurable terms exist for occupational programs.

5 USE OF MEASURABLE LEARNER PERFORMANCE OBJECTIVES

Excellent - Learner performance objectives, stated in writing and in measurable terms, are used to evaluate student progress in almost all courses in occupational programs. Learner objectives are based on employment standards.

Poor - No course in any occupational program has written learner performance objectives stated in measurable terms.

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FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

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 1 None/Never
 2 Less Than Half/Occasionally
 3 Half/More Than Half
 4 More Than Half/Often
 5 All/Always
 6 Don't Know

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QUALITATIVE RATINGS

Keypunch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations)

1

		PROGRAM STANDARDS											
		1	2	3	4	5	6	1	2	3	4	5	6
DATA ON LABOR MARKET NEEDS ARE:													
• Kept current for all programs using a variety of sources.	14							6 USE OF INFORMATION ON LABOR MARKET NEEDS					
								Excellent - Current data on labor market needs and emerging trends in job openings are systematically used in development and evaluation of occupational programs.					
• Used in planning and evaluating programs.	15							Poor - Labor market data has not been collected for use in planning or evaluation.					
DATA ON COMMUNITY POPULATION NEEDS FOR TRAINING, RETRAINING AND UPGRADING JOB SKILLS ARE:													
• Kept current for programs.	16							7 USE OF INFORMATION ON COMMUNITY OCCUPATIONAL TRAINING NEEDS					
• Used in planning and evaluating programs.	17							Excellent - Current data on community occupational education needs for training, retraining, upgrading are systematically used in the development and evaluation of programs.					
• Used in scheduling and locating programs.	18							Poor - Community needs information has not been collected for use in planning or evaluation.					
DATA ON JOB PERFORMANCE REQUIREMENTS AND TRENDS ARE:													
• Kept current for programs.	19							8 USE OF INFORMATION ON JOB PERFORMANCE REQUIREMENTS					
• Used to develop and evaluate programs.	20							Excellent - Current data on job performance requirements and trends are systematically used in the development and evaluation of programs and content of courses.					
• Used to plan and evaluate course content.	21							Poor - Job performance requirements information has not been collected for use in planning or evaluation.					
PROFESSION/INDUSTRY STANDARDS ARE:													
• Used as a basis for planning and evaluating programs.	22							9 USE OF PROFESSION/INDUSTRY STANDARDS					
• Used as a basis for planning and evaluating course content and instructional approaches.	23							Excellent - Profession/industry standards (such as licensure, accreditation) are consistently used in planning and evaluation of programs and content of courses.					
								Poor - Little or no recognition is given to specific profession/industry standards in planning and evaluation of programs.					
FOLLOW UP DATA ON COMPLETERS AND LEAVERS ARE:													
• Current and relevant for programs.	24							10 USE OF STUDENT FOLLOW UP INFORMATION					
• Available in usable form for instructors.	25							Excellent - Current follow up data on completers and leavers (students with marketable skills) are consistently and systematically used in the evaluation of programs.					
• Used for planning and evaluating programs.	26							Poor - Student follow up information has not been collected for use in evaluation of this program.					

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FACULTY APPRAISAL OF
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QUANTITATIVE ASSESSMENTS

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 2 Below Expectations
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COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations)

1

PROCESSES		1	2	3	4	5	6	PROGRAM STANDARDS		1	2	3	4	5	6	COMMENTS
INSTRUCTIONAL APPROACHES ARE ADAPTED TO:								11 ADAPTATION OF INSTRUCTIONAL APPROACHES								
• Recognize occupational objectives of students.	27							Excellent - Instructional approaches in all courses recognize and respond to individual student differences (through such means as programmed learning, self-paced and small-group instruction, and bilingual assistance).								11
• Meet individual needs of students.	28							Poor - Instructional approaches in occupational programs do not consider individual student differences.								
• Provide learning assistance for students with special needs.	29							12 RELEVANCE OF MAJOR - RELATED COURSES								12
• Provide hands on, job-related experiences.	30															
APPLICABLE MAJOR RELATED COURSES ARE:								Excellent - Applicable major-related courses (such as anatomy and physiology, business and technical mathematics) are closely coordinated with occupational programs and are kept relevant and current to the needs of students.								13
• Closely coordinated with occupational programs.	31							Poor - Major-related course content reflects no planned approach to meeting needs of students in occupational programs.								
• Relevant and current to needs of students in occupational programs.	32							13 COORDINATION WITH OTHER COMMUNITY AGENCIES AND PROGRAMS								13
CLOSE COORDINATION AND LIAISON ARE MAINTAINED WITH:																
• Educational institutions offering occupational programs (such as high schools, ROC/Ps, community colleges).	33							Excellent - Effective liaison is maintained with other programs and educational agencies (such as high schools, other community colleges, regional occupational programs and centers, CETA, RAVEC) to assure a coordinated approach and avoid duplication in meeting occupational needs of the area or community.								14
• Community agencies involved with occupational education (such as CETA, RAVE Council).	34							Poor - College activities reflect a disinterest in coordination with other community programs and agencies having impact on occupational programs.								
RELATED WORK EXPERIENCE OR EQUIVALENT CLINICAL EXPERIENCE IS:								14 PROMOTION FOR WORK EXPERIENCE								14
• Available at convenient locations to all students, day and evening, enrolled in occupational programs.	35							Excellent - Ample opportunities are provided wherever feasible for related work experience or equivalent clinical experience for students in occupation programs. Student participation is well coordinated with classroom instruction and employer supervision.								
• Coordinated with classroom instruction.	36							Poor - Few opportunities are provided in occupational programs for related work experience or equivalent clinical experience where such participation is feasible.								160
• Coordinated with employer supervision.	37															

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FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

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QUALITATIVE RATINGS

Keypunch Instructions
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 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations)

1

		PROGRAM STANDARDS													
		1	2	3	4	5	6	1	2	3	4	5	6		
SPECIAL SERVICES FOR DISADVANTAGED STUDENTS ARE:															
• Readily available to all students needing such assistance.	38														
• Coordinated by qualified staff.	39														
• Coordinated with occupational instruction.	40														
SPECIAL SERVICES FOR HANDICAPPED STUDENTS ARE:															
• Readily available to all students needing such assistance.	41														
• Coordinated by qualified staff.	42														
• Coordinated with occupational instruction.	43														
• Planned to include modification and adaptation of facilities and equipment where needed.	44														
SPECIAL SERVICES FOR THE REENTRY STUDENT OR DISPLACED HOMEMAKER ARE:															
• Readily available to all students and potential students needing such assistance.	45														
• Available to assist with the transition/adjustment to the college scene.	46														
• Coordinated by qualified staff.	47														
• Coordinated with occupational instruction.	48														
ADDITIONAL SERVICES FOR STUDENTS WITH SPECIAL NEEDS ARE EVALUATED THROUGH:															
• Monitoring the progress of these students enrolled in regular occupational classes/programs.	49														
• Assessing program/services accomplishments in relation to planned objectives.	50														
• Follow up studies to determine employment success of these students.	51														
15 SPECIAL PROVISIONS FOR THE DISADVANTAGED															
Excellent - Special services and qualified staff are provided by the college for students with academic, socioeconomic, cultural, and related disadvantages such as limited or non-English speaking. Services are readily available to students in occupational programs and are coordinated with occupational instruction.															
Poor - Almost no special services for the disadvantaged are provided.															
16 SPECIAL PROVISIONS FOR THE HANDICAPPED															
Excellent - Special services and qualified staff are provided by the college for students with physical, mental, emotional, and other health impairing handicaps. Services are readily available to students in occupational programs and are coordinated with occupational instruction. Program facilities and equipment are adapted to meet student needs.															
Poor - Special services for the handicapped, as well as facility and equipment modifications, are almost nonexistent.															
17 SPECIAL PROVISIONS FOR THE REENTRY STUDENT OR DISPLACED HOMEMAKER															
Excellent - Support services, remedial programs and qualified staff are provided by the college to help reentry students (such as displaced homemaker) succeed in occupational programs. Services are readily available to students and are coordinated with occupational instruction.															
Poor - Almost no special services are provided or attention is given by the college to these students.															
18 RESULTS OF ADDITIONAL SERVICES FOR SPECIAL POPULATIONS															
Excellent - Additional services provided to students with special needs (such as disadvantaged, handicapped, limited and non-English speaking, displaced homemaker) are evaluated on a continuing basis in relation to student progress, actual results compared to planned objectives, and employment success of former students. Evaluation results are documented and used in planning special programs/services.															
Poor - Little or no effort is made to measure the results of additional services provided to special populations.															

COPES
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
 1 None/Never
 2 Less Than Half/Seldom
 3 Half/Occasionally
 4 More Than Half/Often
 5 All/Always
 6 Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations)

1

PROGRAM STANDARDS

						1	2	3	4	5	6							1	2	3	4	5	6						
EMPHASIS ON OVERCOMING SEX BIAS, DISCRIMINATION AND STEREOTYPING IS GIVEN TO:												19 EFFORTS TO ACHIEVE SEX EQUITY																	
• Program enrollments, recruitment and admission policies	52											Excellent - Emphasis is given to eliminating sex bias and sex stereotyping in programs: staffing, student recruitment, counseling and guidance, access to and acceptance in programs, selection of curricular materials, instruction, job development, and placement.																	
• Course and program content and teaching methods	53																												
• Selection of curricular materials	54																												
• Job development and placement	55																												
• Student counseling and guidance	56																												
• Staff recruitment, selection and promotion	57											Poor - Almost no attention is directed toward achieving sex equity in occupational programs.																	
COUNSELING AND GUIDANCE SERVICES ARE:												20 EMPHASIS ON COUNSELING AND GUIDANCE																	
• Available and accessible for day students	58											Excellent - The college provides an adequate number of personnel to assure that day, evening and weekend students in occupational programs have ready access to career counseling and guidance and program advisement. Counseling staff have current knowledge related to programs and use a variety of resources (such as teachers, printed materials, audiovisuals) to meet individual student interests.																	
• Available and accessible for evening students	59																												
• Available at satellite and outreach centers	60																												
• Keyed to student career and program interests and needs	61																												
• Informing students of nontraditional job opportunities for both sexes	62																												
• Provided by qualified and knowledgeable staff	63																												
• Using a variety of resources that are relevant to student needs and specific occupational programs	64											Poor - Counseling staff are insufficient in number, and most have little proficiency in counseling related to occupational programs. Counseling services are available during limited hours of the day and week.																	
OCCUPATIONAL PROGRAMS INCLUDE ECONOMIC INSTRUCTION WHICH HELPS STUDENTS												21 EMPHASIS ON ECONOMIC INSTRUCTION																	
• Understand employee responsibilities and rights	65											Excellent - Occupational programs include economic information which is valuable to students as employees (on such topics as employment opportunities, starting salary, benefits, chances for advancement, cost of doing business, responsibilities and rights).																	
• Evaluate job opportunities in relation to salary, benefits and conditions of employment	66																												
• Understand the principles of business operation and cost of doing business	67											Poor - Almost no emphasis is placed on providing economic instruction important to students as employees.																	

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CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels as listed.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
 1 None/ Never
 2 Less Than Half/ Occasionally
 3 More Than Half/ Often
 4 All/ Always
 5 Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations)

1

OCCUPATIONAL PROGRAMS INCLUDES CONSUMER EDUCATION WHICH HELPS STUDENTS

- Manage time and money 1
- Become a wise shopper 2
- Conduct personal business transactions 3
- Manage the combined responsibilities of a job and a home 4
- Conserve energy and other natural resources 5

22 EMPHASIS ON CONSUMER EDUCATION

Excellent - Occupational programs provide economic information which is valuable to students as consumers (on such topics as personal and family budgets, personal finances, buying, utilization and conservation of natural resources). 22

Poor - Almost no emphasis is placed on providing instruction important to students as consumers.

PLACEMENT OF OCCUPATIONAL STUDENTS

- Is a planned, coordinated system 6
- Identifies employment opportunities for all students 7
- Helps students with marketable skills find employment 8

23 COORDINATION OF PLACEMENT OF OCCUPATIONAL EDUCATION STUDENTS

Excellent - The college has an effectively functioning system for locating jobs and coordinating placement for students completing occupational education programs. 23

Poor - The college has no system or an ineffective system for locating jobs and coordinating placement for occupational students.

PROGRAM COMPLETERS AND LEAVERS DESIRING EMPLOYMENT ARE

- Prepared to apply for a job 9
- Treated fairly and equally 10
- Placed within a reasonable period of time in a job for which trained or one closely related 11

24 PLACEMENT EFFECTIVENESS FOR STUDENTS TRAINED WITH MARKETABLE SKILLS

Excellent - Program completers and leavers (students with marketable skills) desiring employment are employed within a reasonable period of time in their field of preparation or a closely related field. 24

Poor - Few students completing occupational programs and desiring employment are placed in their field of preparation or a closely related field.

SUCCESS AND FAILURE OF PROGRAM COMPLETERS AND LEAVERS ARE

- Assessed through periodic SAM (Student Accountability Model) follow up studies 12
- Made available to instructors, counselors and advisory committee members 13
- Made available to help students make career decisions 14
- Used to modify occupational programs and courses 15

25 STUDENT FOLLOW UP SYSTEM

Excellent - Success and failure of program completers and leavers are assessed through periodic SAM, (Student Accountability Model) follow up studies which include participation of instructors. Information learned is made available to students, advisory committee members and others concerned (such as counselors) and is reflected in modification of occupational programs. 25

Poor - No effort is made to follow up former students of occupational programs.

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CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

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 1 None/Never
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QUALITATIVE RATINGS

Keypunch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations)

1

		PROGRAM STANDARDS											
		1	2	3	4	5	6	1	2	3	4	5	6
STUDENTS AND POTENTIAL STUDENTS DESIRING ENROLLMENT IN OCCUPATIONAL PROGRAMS ARE:								26 PROGRAM AVAILABILITY AND ACCESSIBILITY					
• Identified through recruitment activities.	16							Excellent - Students and potential students desiring enrollment in occupational programs are identified through recruitment activities, counseled on employment opportunities, afforded equitable treatment in enrollment selection and not discouraged by unrealistic prerequisites. Programs are readily available and accessible at convenient times and locations. 26 Poor - Occupational programs are not available or accessible to most students seeking enrollment. Discriminatory selection procedures are practiced.					
• Counseled on employment opportunities.	17												
• Treated equitably in enrollment selection.	18												
• Not impeded by unrealistic prerequisites or costs.	19												
• Able to attend classes at accessible locations and convenient times.	20												
PROMOTION OF OCCUPATIONAL EDUCATION:								27 PROMOTION OF OCCUPATIONAL EDUCATION AS A VITAL COLLEGE FUNCTION					
• Informs the public, legislators, news media, boards, business community of program goals and needs.	21							Excellent - An active and organized effort is made to inform the public and its representatives (such as news media, legislators, boards, business community) of the importance of providing effective and comprehensive occupational education and to gain community support and contributions. 27 Poor - There is no organized public information effort for occupational education.					
• Interprets the importance of occupational preparation as an option for students.	22												
• Gains community support and contributions.	23												
RESOURCES								RESOURCES					
THE COLLEGE ADMINISTRATIVE STRUCTURE PROVIDES FOR DIRECTION AND COORDINATION OF OCCUPATIONAL PROGRAMS THROUGH:								28 PROMISION FOR DIRECTION AND COORDINATION					
• Assignment of qualified administrative personnel.	24							Excellent - Responsibility, authority, and accountability for occupational programs are clearly identified and assigned. Sufficient administrative and/or supervisory time is provided to obtain maximum effectiveness in program planning, management, and evaluation. 28 Poor - There are no clearly defined lines of responsibility, authority, and accountability for occupational programs.					
• Delineation of responsibility, authority and accountability.	25												
• Assignment of time for supervisors and/or administrators to provide for planning and evaluation.	26												
ADMINISTRATORS AND/OR SUPERVISORS RESPONSIBLE FOR DIRECTING AND COORDINATING OCCUPATIONAL EDUCATION ARE:								29 QUALIFICATIONS OF ADMINISTRATORS AND/OR SUPERVISORS					
• Skilled in management techniques.	27							Excellent - Persons responsible for direction and coordination affecting occupational programs demonstrate a high level of administrative ability. They are knowledgeable in and committed to occupational education. 29 Poor - Persons responsible for direction and coordination affecting occupational programs have little administrative training, education, and experience.					
• Committed to and knowledgeable about occupational education.	28												

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CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
 1 None/Neer
 2 Less Than Half/Occasionally
 3 More Than Half/Seldom
 4 All/Always
 5 Don't Know
 6

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations)

1

		PROGRAM STANDARDS													
		1	2	3	4	5	6	1	2	3	4	5	6		
THE NUMBER OF INSTRUCTORS IS ADEQUATE FOR TEACHERS TO:								30 NUMBER OF INSTRUCTORS							
• Meet individual student needs.	29							Excellent - Instructional staffing in occupational programs is sufficient to permit optimum program effectiveness (such as through enabling teachers to meet individual student needs, provide liaison with advisory committees, and conduct placement and follow up activities). Poor - Staffing is inadequate to meet the needs of occupational programs effectively.							
• Provide liaison with advisory committees.	30														
• Assist with student advisement, placement and follow up.	31														
• Maintain ongoing contacts with employers and potential employers.	32														
THE INSTRUCTIONAL STAFF, FULL AND PART TIME, IS QUALIFIED BY:								31 QUALIFICATIONS OF INSTRUCTIONAL STAFF							
• Two or more years of relevant employment experience.	33							Excellent - Occupational instructors have two or more years of relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence. Poor - Few occupational teachers have relevant employment experience or current competence in their field.							
• Inservice training and/or experience appropriate to the teaching assignment.	34														
• Teaching competence as evidenced by peer, student and/or administrative judgment.	35														
THE COLLEGE ENCOURAGES AND SUPPORTS INSERVICE OPPORTUNITIES THROUGH:								32 INSERVICE EDUCATION OPPORTUNITIES							
• Allocating funds for instructor participation.	36							Excellent - The college encourages the continuing inservice growth of faculty through such opportunities as conference attendance, curriculum development, work experience. This policy is supported with time and money. The college appraises inservice growth in its evaluation of faculty. Poor - Little use is made of support personnel in occupational programs.							
• Making time available for instructor participation.	37														
• Assessing inservice growth in teacher evaluations.	38														
SUPPORT STAFF ARE UTILIZED IN OCCUPATIONAL PROGRAMS TO PROVIDE:								33 USE OF SUPPORT STAFF							
• Office and clerical assistance.	39							Excellent - Paraprofessionals (such as instructional aides, teacher assistants) and other support personnel are used to ensure maximum effectiveness of instructors in occupational programs. Poor - Little use is made of support personnel in occupational programs.							
• Classroom help to students.	40														
• Instructional assistance for teachers.	41														

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CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
 1 None/Never
 2 Less Than Half/Occasionally
 3 Half/Occasionally
 4 More Than Half/Often
 5 All/Always
 6 Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations)

1

PROGRAM STANDARDS							1	2	3	4	5	6
EQUIPMENT USED ON CAMPUS OR OFF CAMPUS FOR OCCUPATIONAL PROGRAMS IS							34 ADEQUACY AND AVAILABILITY OF INSTRUCTIONAL EQUIPMENT Excellent - Equipment used on or off campus for occupational programs is representative of that used in jobs for which students are being trained, current, operational, sufficient in amount and safe. 34 Poor - Equipment for programs is generally outmoded or in unsatisfactory condition.					
• Representative of that used in jobs for which students are being trained	42											
• Safe, functional and well maintained	43											
• In sufficient supply to service the needs of students	44											
INSTRUCTIONAL FACILITIES (EXCLUDING EQUIPMENT) USED FOR OCCUPATIONAL PROGRAMS							35 ADEQUACY OF INSTRUCTIONAL FACILITIES Excellent - Instructional facilities (excluding equipment) for occupational education meet the program and student needs, are functional, provide maximum flexibility and safe working conditions. 35 Poor - Facilities for occupational programs generally are restrictive, disfunctional, or overcrowded					
• Are functional for programs	45											
• Meet the needs of students	46											
• Are flexible and adaptable to changing instructional approaches and special student requirements	47											
• Meet safety standards	48											
SCHEDULING OF FACILITIES AND EQUIPMENT FOR OCCUPATIONAL PROGRAMS							36 USE OF INSTRUCTIONAL FACILITIES AND EQUIPMENT Excellent - Scheduling of facilities and equipment for programs on campus or off is planned to maximize use and be consistent with quality instruction. 36 Poor - Facilities and equipment for programs are significantly under or over scheduled.					
• Is planned for optimum use	49											
• Supports quality instruction	50											
INSTRUCTIONAL MATERIALS AND LIBRARY RESOURCES ARE:							37 ADEQUACY AND AVAILABILITY OF INSTRUCTIONAL MATERIALS AND LIBRARY RESOURCES Excellent - Instructional materials (such as textbooks, reference books, visual aids, mock-ups) are sufficient in quantity, current, relevant to program and student needs, varied, conveniently located for maximum student use and avoid sex bias and stereotyping 37 Poor - Materials in occupational programs are generally outdated, limited to basic textbooks, lack relevance to program and student needs, and include sex bias.					
• Sufficient in quantity for enrolled students' use	51											
• Current and relevant to the occupation	52											
• Varied	53											
• Available and accessible to students	54											
• Selected to avoid sex bias, stereotyping and discrimination	55											

Quantitative assessments are your evaluations of actual performance levels achieved.

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for **EXCELLENT** and **POOR** ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

COMMENTS
(Please note
explanatory remarks
about your quantitative
or qualitative
evaluations)

1

CALIFORNIA COMMUNITY COLLEGES		FACULTY APPRAISAL OF SPECIFIC OCCUPATIONAL PROGRAM						QUALITATIVE RATINGS						COMMENTS (Please note explanatory remarks about your quantitative or qualitative evaluations)
Quantitative assessments are your evaluations of actual performance levels achieved		PROGRAM STANDARDS						Key punch Instructions						
		1	2	3	4	5	6	1	2	3	4	5	6	
OCCUPATIONAL EDUCATION ADVISORY COMMITTEES								38 USE OF ADVISORY COMMITTEES						
• Are representative of the occupation for which training is provided	56							Excellent - The advisory committees for occupational programs are representative of the occupation and are actively used by college staff in pertinent activities (such as community needs analysis, program promotion). Committees meet at least annually. 38						
• Provide input on course content, program modification, instructional materials and equipment, student employability, and placement	57							Poor - Advisory committee members generally do not have sufficient scope or recency of relevant experience. Committee members are relegated largely to a passive role.						
• Meet at least annually	58													
• Extend the programs into community	59													
THE OPERATING BUDGET FOR OCCUPATIONAL PROGRAMS								39 PROVISIONS IN CURRENT OPERATING BUDGET						
• Is planned with instructor input	60							Excellent - Adequate funds are allocated in the college operating budget to support achievement of approved program objectives and planned with instructor input. Effective use is made of outside funding sources. 39						
• Is adequate for achieving program objectives	61							Poor - Funds provided are seriously inadequate in relation to approved objectives for programs.						
• Makes effective use of outside funding	62													
• Is based on program priorities	63													
THE CAPITAL OUTLAY BUDGET FOR OCCUPATIONAL PROGRAMS								40 PROMISIONS IN CAPITAL OUTLAY BUDGET						
• Is planned with instructor input	64							Excellent - Adequate funds are allocated in a planned effort to provide for needed new facilities and equipment and for equipment replacement, repair, and renovation, consistent with the objectives for occupational programs. Instructor input is part of the planning process. 40						
• Supports program objectives adequately	65							Poor - Facilities and equipment needs in occupational programs are almost totally unmet in the capital outlay budget.						
• Supports scheduled equipment replacement and repair	66													
• Provides for facilities refurbishing and modification	67													

Office Use

COPEs
CALIFORNIA COMMUNITY COLLEGES

COLLEGE APPRAISAL OF OCCUPATIONAL EDUCATION PROGRAMS

Please answer the following: (Use back of page and extra sheets if necessary).

1. What are the chief occupational education strengths of your college?
2. What are the needed major occupational education improvements, if any, of your college and what action is required to achieve these improvements?

College _____

COLLEGE SELF-APPRAISAL OF CONSUMER AND HOMEMAKING EDUCATION PROGRAM/SERVICES

INSTRUCTIONS: This form is to be completed for the CHE (Consumer and Homemaking Education) component of the college's Home Economics program area. The college president should designate the person to complete the form. This might be the CHE coordinator, division chairperson or occupational education administrator.

For each item listed, briefly describe the college program or activity and then rate the effectiveness using the five-point scale. EXCELLENT means nearly ideal, top 5 to 10%; GOOD is a strong rating, top one-third; ACCEPTABLE is average, the middle-third; BELOW EXPECTATIONS is only fair, bottom one-third; POOR is seriously inadequate, bottom 5 to 10%. Additional comments may be noted on an attached sheet.

The completed form is to be appended to the college Form 1, Part A.

	Description	Keypunch Instructions	1 2 3 4 5				
			Poor	Below Expectations	Acceptable	Good	Excellent
1. Process for identifying community, family, and individual needs, concerns, and conditions:		1					
2. Procedures used to identify economically depressed/high rates of unemployment areas:		2					
3. Emphasis of your goals and objectives in CHE priority areas specified in California State Plan for Vocational Education:		3					
4. Provisions for participation of faculty, students, advisory committee members in program planning and evaluation:		4					
5. Provisions for enrolling and preparing:		5					
• Individuals with special needs		6					
• Nontraditional students		6					
6. Provision for articulation with other educational agencies (that is, junior high and high schools, other community colleges, four year colleges):		7					
7. Efforts to achieve sex equity in curriculum, instructional resources, and instructional strategies:		8					
8. Efforts to assure selection, assignment, and review of qualified instructional staff:		9					

COPEs

CALIFORNIA COMMUNITY COLLEGES

CHE-1

	Description	Keypunch Instructions	1	2	3	4	5
			Poor	Below Expectations	Acceptable	Good	Excellent
9. Program relevance to socio-economic and cultural conditions of the community and needs of individuals and families, including bilingual instruction:	10						
10. Program emphasis on preparing individuals for changing roles/responsibilities of wage earner/homemaker and career opportunities:	11						
11. Provisions for including instruction in consumer education and resource conservation and management in all home economics subject matter:	12						
12. Provision for program coordination:	13						
13. Provision of inservice opportunities for faculty:	14						
14. Selection of CHE advisory committee representative of students, administrators, faculty and the community:	15						
15. Appropriateness of VEA funds use (that is, 35% minimum for economically depressed areas, and enrichment of program priorities):	16						
16. Adequacy of budget for achieving program objectives:	17						

Please answer the following related to *your specific program/services*.
(Use extra sheets if necessary).

1. What are the chief strengths of the CHE program/services?

2. What are the needed major improvements, if any, in the CHE program/services and what action is required to achieve these improvements?

Person completing this form: _____
Name Title

Date _____

Office Use:

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College _____

COLLEGE SELF-APPRAISAL OF PROGRAM TO ACHIEVE SEX EQUITY

INSTRUCTIONS: The college president should designate the person to complete this form. This might be the coordinator of the college program to overcome sex bias, discrimination or stereotyping or an appropriate administrator.

For each item listed, briefly describe the college policy or activity and then rate the effectiveness using the five-point scale. EXCELLENT means nearly ideal, top 5 to 10%; GOOD is a strong rating, top one-third; ACCEPTABLE is average, the middle-third; BELOW EXPECTATIONS is only fair, bottom one-third; POOR is seriously inadequate, bottom 5 to 10%. Additional comments may be noted on an attached sheet.

The completed form is to be appended to the college Form 1, Part A.

	Description including Current Status and Measurable Objectives for Improvement	Keypunch Instructions	Expectations				
			Poor	Below	Acceptable	Good	Excellent
			1	2	3	4	5
1. College policy to achieve sex equity:		1					
2. Planned program for achieving sex equity in:		2					
• Staff selection, recruitment and promotion							
• Course and program content, instructional materials and teaching methods		3					
• Student program advisement and career counseling and guidance:		4					
3. Recruitment and enrollment of students in nontraditional programs for their sex:		5					
4. Provision of inservice to train faculty and counselors to recognize and overcome sex bias and discrimination:		6					
5. Provision for program coordination and staffing:							
6. Efforts to orient employers and the community to employability of men and women in nontraditional occupations:		8					
7. Placement of students in nontraditional work experience (or clinical experience):		9					
8. Placement of students in occupations nontraditional for their sex:		10					

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CALIFORNIA COMMUNITY COLLEGES

SE-1

	Description Including Current Status and Measurable Objectives for Improvement	Keypunch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent
		1	2	3	4	5	
9. Dissemination and use of student follow-up studies to determine employment success in nontraditional occupations:	11						
10. Provision of special services, such as child care, transportation, to enable students to enroll in occupational programs:	12						
11. Review of occupational programs, instructional strategies and learning resources to identify open or subtle evidences of sex bias and stereotyping:	13						
12. Provisions for program evaluation to show evidence of elimination of sex bias and sex stereotyping:	14						
13. Budgetary provisions for program:	15						

Please answer the following related to *your specific program/services*.
(Use extra sheets if necessary).

1. What are the chief strengths of the college's program to achieve sex equity?
2. What are the needed major improvements, if any, in the college's program to achieve sex equity and what action is required to achieve these improvements?

Person completing this form: _____
Name Title

Date _____

Office use:

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SP-1

College _____

COLLEGE SELF-APPRAISAL OF PROGRAMS/SERVICES FOR SPECIAL POPULATIONS

(Evaluation of programs/services designed to help students with special needs succeed in regular Occupational Education Programs)

SPECIAL POPULATION TO WHICH THIS FORM APPLIES:

☐ Disadvantaged

☐ Limited/Non-English Speaking

☐ Handicapped

☐ Displaced Homemaker

INSTRUCTIONS: A *separate* form is to be completed for each program/services for students with special needs. The college president should designate the persons(s) to complete the form. This might be the program/services coordinator or an appropriate college administrator (such as dean of occupational education or student services).

For each item listed, briefly describe the college policy or activity and then rate the effectiveness using the five-point scale. EXCELLENT means nearly ideal, top 5 to 10 %; GOOD is a strong rating, top one-third; ACCEPTABLE is average, the middle-third; BELOW EXPECTATIONS is only fair, bottom one-third; POOR is seriously inadequate, bottom 5 to 10%. Additional comments may be noted on an attached sheet.

When completed, this form is to be appended to the college Form 1, Part A.

	Description	Keypunch Instructions	Below Expectations					Good		Excellent
			1	2	3	4	5	6	7	
1. Process for identifying students with special needs:		1								
2. Program/services available:		2								
3. Procedures used for "prescribing" services to meet special needs:		3								
4. Implementation of SAM procedures to count and list students served:		4								
5. Availability and accessibility of services to students:		5								
6. Provision of inservice to train faculty to work with special population:		6								
7. Number and qualifications of program/services staff:		7								
8. Efforts to orient employers and the community to needs and employability of special population:		8								
9. Provision for coordination of program/services with occupational instruction:		9								

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CALIFORNIA COMMUNITY COLLEGES

SP-1

	Description	Keypunch Instructions	1	2	3	4	5
10. Evaluation of program/services for your special population:		10					
11. Budgetary provisions for program/services:		11					

Please answer the following relating to your *specific program/service*.
(Use extra sheets if necessary).

1. What are the chief strengths of this program/services for students enrolled in occupational education?

2. What are the needed major improvements, if any, in this program/services and what action is required to achieve these improvements?

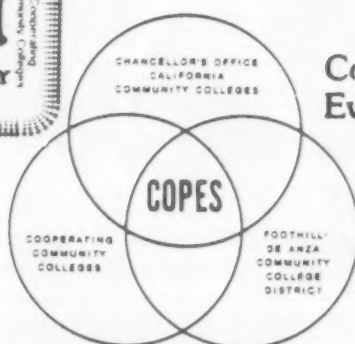
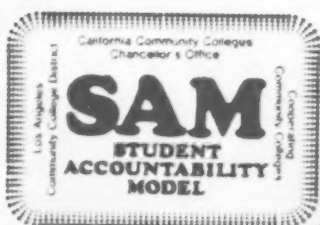
Person completing this form: _____
Name Title

Date _____

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Office use:

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Community College Occupational Programs Evaluation & Reporting System

FACULTY APPRAISAL OF SPECIFIC OCCUPATIONAL PROGRAM

Consists of Quantitative and Qualitative assessments of 40 program standards for each United States Office of Education Code 6 digit occupational program and cooperative work experience education and open end responses on program strengths and needs for improvement.

RESPONDENTS Division/Department Chairs and full-time faculty involved with a specific program meet to reach consensus ratings on program standards and open end responses. A separate form is completed for each USOE code 6 digit program and for cooperative work experience education.

Perceptions apply to each specific occupational program offered by the college and cooperative work experience education.

COPES PARTICIPATION Full-time occupational education professionals participating in the self-study should attend the scheduled COPES orientation session, all or a representative sample should be scheduled for a team interview if the college is selected for a validation visit, attend the oral report, complete a Feedback Form and review the written report and the college Action Plan provided by the college president.

Some full-time occupational professionals may be selected by the college to serve on the self-study committee.

Note: If sampling is necessary, suggested guidelines are provided in the COPES Worksheets, Advance Planning.

NUMBER OF FORMS SENT TO COPES SERVICE CENTER AND USE OF FORMS

A Form 2 is used to record consensus assessments for each 6 digit occupational program and for cooperative work experience education. The completed form is signed by the person responsible for recording the ratings. The completed form for each program is forwarded to the college coordinator who in turn sends the forms for all occupational programs to the COPES Service Center. Quantitative and Qualitative assessments are included on the computer tabulation Forms A and B (see COPES Guide, Appendix B) made available to the college with the written report. Computer tabulations will be by program area, e.g. agriculture, allied health, technical.

Completed Form 2's and open end responses are made available to the site visit team in the event the college is selected for a validation visit. Information, without college identification, may be used in the preparation of a "state of the art" report for statewide use and to comply with federal reporting requirements. Computer tabulation Form F showing distribution of responses for all colleges participating in COPES each year will be completed for each 6 digit program.

COPEs

CALIFORNIA COMMUNITY COLLEGES

2

FACULTY APPRAISAL OF SPECIFIC OCCUPATIONAL PROGRAM

INSTRUCTIONS

This form is to be a *consensus* evaluation by principal persons involved with a specific occupational program (for example, registered nursing, automotive technology, secretarial science). Examples of such persons would be full-time instructors, department chairpersons or program coordinators. A separate form is to be completed for each six digit (USOE Code) occupational program and for Cooperative Work Experience Education.

On the following pages you are asked to give your *quantitative assessments* and *qualitative rating* of your occupational program for each standard. Guidelines for ratings appear at the top of the form. Quantitative assessments should be done first as they may help with the qualitative rating. **Please rate every item.** A "Don't Know" column has been provided in the event you really don't have sufficient information to rate an item. Space also has been provided for you to note comments that may help to clarify your ratings or to indicate modifications of a standard to make it more relevant for your specific program.

The items you are asked to rate are grouped into the major components of the Community College Occupational Programs Evaluation System (COPEs), namely:

- Goals
- Processes
- Resources

Thanks for your cooperation!

Please note: A separate form (COPEs Form 4) is provided for the perceptions of part time faculty. For this reason they are not included in the consensus on this form.

College _____

Program Title _____

USOE Code Number _____

Persons Participating in Consensus Evaluation of this Program:

Name _____ Title _____

Person Completing this Form:

Name _____

Title _____

Telephone () _____ Extension _____

Signature _____ Date _____

COPEs
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are team evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

Key: punch Instructions
 1 None/Never
 2 Less Than Half/Seldom
 3 Half/Occasionally
 4 More Than Half/Often
 5 All/Always
 6 Don't Know

Qualitative ratings are team perceptions of how effective the college or your program performance is on each standard. 1 means Excellent and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Key: punch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations)

2

GOALS AND OBJECTIVES

WRITTEN GENERAL OCCUPATIONAL GOALS ARE:

- Understood and committed to by administrators, counselors and instructors. 1
- Used as a basis for planning specific objectives for this program. 2

COLLEGE PLANNING FOR OCCUPATIONAL EDUCATION INCLUDES:

- Participation of administrators. 3
- Participation of instructors, counselors and other support services personnel. 4
- Participation of students, advisory committees and the community. 5

THE COLLEGE PLAN FOR OCCUPATIONAL EDUCATION IS USED AS A BASIS FOR:

- Implementing this program. 6
- Evaluating this program. 7

WRITTEN PROGRAM OBJECTIVES ARE:

- On file for this program and stated in measurable terms. 8
- Used to evaluate this program. 9

WRITTEN LEARNER PERFORMANCE OBJECTIVES ARE:

- On file for courses and stated in measurable terms. 10
- Available to students. 11
- Consistent with employment standards. 12
- Used to keep students aware of progress. 13

PROGRAM STANDARDS

GOALS AND OBJECTIVES

1 USE OF COLLEGE'S OCCUPATIONAL EDUCATION GOALS

Excellent - General occupational education goals, clearly stated in writing, are consistently used as a basis for planning specific objectives for this program. 1
 Poor - General goals are rarely considered in planning objectives for this program.

2 PARTICIPATION IN DEVELOPMENT OF COLLEGE PLAN FOR OCCUPATIONAL EDUCATION

Excellent - Almost all administrators and/or other supervisory personnel are involved in developing and revising the college plan for occupational education. Provision is also made for input from instructors and from counselors where appropriate. 2
 Poor - Development of the plan is essentially the work of one or two persons in the district or college.

3 CONCURRENCE OF PROGRAM ACTIVITIES WITH COLLEGE PLAN FOR OCCUPATIONAL EDUCATION

Excellent - Goals and relevant objectives stated in the college plan for occupational education are consistently used as a basis for development and evaluation of this program. 3
 Poor - There is little relationship between plan and practice.

4 USE OF MEASURABLE PROGRAM OBJECTIVES

Excellent - Evaluation of this program is based on written objectives stated in measurable terms (such as planned enrollments, completions, placements). 4
 Poor - No written objectives stated in measurable terms exist for this program.

5 USE OF MEASURABLE LEARNER PERFORMANCE OBJECTIVES

Excellent - Learner performance objectives, stated in writing and in measurable terms, are used to evaluate student progress in almost all courses in this program. Learner objectives are based on employment standards. 5
 Poor - No course in this program has written learner performance objectives stated in measurable terms.

COPEs
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

QUANTITATIVE ASSESSMENTS

Quantitative assessments are your evaluations of actual performance levels achieved.

Key punch instructions
 1 None/Never
 2 Less Than Half/Seldom
 3 Half/Occasionally
 4 More Than Half/Often
 5 All/Always
 6 Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Key punch instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 Please note
 explanatory remarks
 about your quantitative
 or qualitative
 evaluation.

2

		PROGRAM STANDARDS											
		1	2	3	4	5	6	1	2	3	4	5	6
DATA ON LABOR MARKET NEEDS ARE:													
• Kept current for this program using a variety of sources.	14												
• Used in planning and evaluating this program.	15												
DATA ON COMMUNITY POPULATION NEEDS FOR TRAINING, RETRAINING AND UPGRADING JOB SKILLS ARE:													
• Kept current for this program.	16												
• Used in planning and evaluating this program.	17												
• Used in scheduling and locating this program.	18												
DATA ON JOB PERFORMANCE REQUIREMENTS AND TRENDS ARE:													
• Kept current for this program.	19												
• Used to develop and evaluate this program.	20												
• Used to plan and evaluate course content.	21												
PROFESSION/INDUSTRY STANDARDS ARE:													
• Used as a basis for planning and evaluating this program.	22												
• Used as a basis for planning and evaluating course content and instructional approaches.	23												
FOLLOWUP DATA ON COMPLETERS AND LEAVERS ARE:													
• Current and relevant for this program.	24												
• Available in usable form for instructors.	25												
• Used for planning and evaluating this program.	26												

6 USE OF INFORMATION ON LABOR MARKET NEEDS

Excellent - Current data on labor market needs and emerging trends in job openings are systematically used in development and evaluation in this program. 6

Poor - Labor market data has not been collected for use in planning or evaluation.

7 USE OF INFORMATION ON COMMUNITY OCCUPATIONAL TRAINING NEEDS

Excellent - Current data on community occupational education needs for training, retraining, upgrading are systematically used in the development and evaluation of this program. 7

Poor - Community needs information has not been collected for use in planning or evaluation.

8 USE OF INFORMATION ON JOB PERFORMANCE REQUIREMENTS

Excellent - Current data on job performance requirements and trends are systematically used in the development and evaluation of this program and content of its courses. 8

Poor - Job performance requirements information has not been collected for use in planning or evaluation.

9 USE OF PROFESSION/INDUSTRY STANDARDS

Excellent - Profession/industry standards (such as licensure, accreditation) are consistently used in planning and evaluation of this program and content of its courses. 9

Poor - Little or no recognition is given to specific profession/industry standards in planning and evaluation of this program.

10 USE OF STUDENT FOLLOWUP INFORMATION

Excellent - Current follow-up data on completers and leavers (students with marketable skills) are consistently and systematically used in the evaluation of this program. 10

Poor - Student follow-up information has not been collected for use in evaluation of this program.

COPEs
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
 1 None/Never
 2 Less Than Half/Occasionally
 3 Half/Occasionally
 4 More Than Half/Often
 5 All/Always
 6 Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Use to describe
 explanatory remarks
 about your quantitative
 or qualitative
 evaluation)

2

PROCESSES

INSTRUCTIONAL APPROACHES ARE ADAPTED TO:

- Recognize occupational objectives of students 27
- Meet individual needs of students 28
- Provide learning assistance for students with special needs 29
- Provide hands on, job related experiences 30

PROCESSES

11 ADAPTATION OF INSTRUCTIONAL APPROACHES

Excellent - Instructional approaches in all courses recognize and respond to individual student differences (through such means as programmed learning, self-paced and small group instruction, and bilingual assistance). 11

Poor - Instructional approaches in this program do not consider individual student differences.

APPLICABLE MAJOR RELATED COURSES ARE:

- Closely coordinated with occupational programs 31
- Relevant and current to needs of students in this program 32

12 RELEVANCE OF MAJOR RELATED COURSES

Excellent - Applicable major-related courses (such as anatomy and physiology, business and technical mathematics) are closely coordinated with this program and are kept relevant and current to the needs of students. 12

Poor - Major-related course content reflects no planned approach to meeting needs of students in this program.

CLOSE COORDINATION AND LIAISON ARE MAINTAINED WITH:

- Educational institutions offering occupational programs (such as high schools, ROC/Ps, community colleges) 33
- Community agencies involved with occupational education (such as CEIA, RAVE Council). 34

13 COORDINATION WITH OTHER COMMUNITY AGENCIES AND PROGRAMS

Excellent - Effective liaison is maintained with other programs and educational agencies (such as high schools, other community colleges, regional occupational programs and centers, CEIA, RAVEC) to assure a coordinated approach and avoid duplication in meeting occupational needs of the area or community. 13

Poor - College activities reflect a disinterest in coordination with other community programs and agencies having impact on this program.

RELATED WORK EXPERIENCE OR EQUIVALENT CLINICAL EXPERIENCE IS:

- Available at convenient locations to all students, day and evening, enrolled in this program 35
- Coordinated with classroom instruction 36
- Coordinated with employer supervision 37

14 PROMISION FOR WORK EXPERIENCE

Excellent - Ample opportunities are provided wherever feasible for related work experience or equivalent clinical experience for students in this program. Student participation is well coordinated with classroom instruction and employer supervision. 14

Poor - Few opportunities are provided in this program for related work experience or equivalent clinical experience where such participation is feasible.

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COPEs
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
 1 None/Never
 2 Less Than Half/Seldom
 3 Half/Occasionally
 4 More Than Half/Often
 5 All/Always
 6 Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 6 Don't Know

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluation)

2

		PROGRAM STANDARDS												COMMENTS
		1	2	3	4	5	6	1	2	3	4	5	6	
SPECIAL SERVICES FOR DISADVANTAGED STUDENTS ARE:														
• Readily available to all students needing such assistance	38													
• Coordinated by qualified staff	39													
• Coordinated with occupational instruction	40													
SPECIAL SERVICES FOR HANDICAPPED STUDENTS ARE:														
• Readily available to all students needing such assistance	41													
• Coordinated by qualified staff	42													
• Coordinated with occupational instruction	43													
• Planned to include modification and adaptation of facilities and equipment where needed	44													
SPECIAL SERVICES FOR THE REENTRY STUDENT OR DISPLACED HOMEMAKER ARE:														
• Readily available to all students and potential students needing such assistance	45													
• Available to assist with the transition/adjustment to the college scene	46													
• Coordinated by qualified staff	47													
• Coordinated with occupational instruction	48													
ADDITIONAL SERVICES FOR STUDENTS WITH SPECIAL NEEDS ARE EVALUATED THROUGH:														
• Monitoring the progress of these students enrolled in regular occupational classes/programs	49													
• Assessing program/services accomplishments in relation to planned objectives	50													
• Follow up studies to determine employment success of these students	51													
15 SPECIAL PROVISIONS FOR THE DISADVANTAGED														
Excellent - Special services and qualified staff are provided by the college for students with academic, socioeconomic, cultural, and related disadvantages such as limited or non-English speaking. Services are readily available to students in this program and are coordinated with occupational instruction.														
Poor - Almost no special services for the disadvantaged are provided.														
16 SPECIAL PROVISIONS FOR THE HANDICAPPED														
Excellent - Special services and qualified staff are provided by the college for students with physical, mental, emotional, and other health impairing handicaps. Services are readily available to students in this program and are coordinated with occupational instruction. Program facilities and equipment are adapted to meet student needs.														
Poor - Special services for the handicapped, as well as facility and equipment modifications, are almost nonexistent.														
17 SPECIAL PROVISIONS FOR THE REENTRY STUDENT OR THE DISPLACED HOMEMAKER														
Excellent - Support services, remedial programs and qualified staff are provided by the college to help reentry students (such as displaced homemaker) succeed in occupational programs. Services are readily available to students and are coordinated with occupational instruction.														
Poor - Almost no special services are provided or attention is given by the college to these students.														
18 RESULTS OF ADDITIONAL SERVICES FOR SPECIAL POPULATIONS														
Excellent - Additional services provided to students with special needs (such as disadvantaged, handicapped, limited and non-English speaking, displaced homemaker) are evaluated on a continuing basis in relation to student progress, actual results compared to planned objectives, and employment success of former students. Evaluation results are documented and used in planning special programs/services.														
Poor - Little or no effort is made to measure the results of additional services provided to special populations.														

COPEs
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

QUANTITATIVE ASSESSMENTS

QUALITATIVE RATINGS

2

Quantitative assessments are your evaluation of actual performance levels achieved

Key punch Instructions	1	2	3	4	5	6
None/Never						
Less Than Half/Seldom						
Half/Occasionally						
More Than Half/Always						
All/Always						
Don't Know						

PROGRAM STANDARDS

Qualitative ratings are your perceptions of how effective the college in your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a mark of ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable) between expectations may be assigned with these two extremes in mind.

Key punch Instructions	1	2	3	4	5	6
Poor						
Below Expectations						
Acceptable						
Good						
Excellent						
Don't Know						

COMMENTS

(Please make explanatory remarks about your quantitative or qualitative evaluation)

EMPHASIS ON OVERCOMING SEX BIAS, DISCRIMINATION AND STEREOTYPING IS GIVEN TO:

- Program enrollments, recruitment and admission policies 52
- Course and program content and teaching methods 53
- Selection of curricular materials 54
- Job development and placement 55
- Student counseling and guidance 56
- Staff recruitment, selection and promotion 57

19 EFFORTS TO ACHIEVE SEX EQUITY

Excellent - Emphasis is given to eliminating sex bias and sex stereotyping in this program: staffing, student recruitment, counseling and guidance, access to and acceptance in programs, selection of curricular materials, instruction, job development, and placement. 19

Poor - Almost no attention is directed toward achieving sex equity in this program.

COUNSELING AND GUIDANCE SERVICES ARE:

- Available and accessible for day students 58
- Available and accessible for evening students 59
- Available at satellite and outreach centers 60
- Keyed to student career and program interests and needs 61
- Informing students of nontraditional job opportunities for both sexes 62
- Provided by qualified and knowledgeable staff 63
- Using a variety of resources that are relevant to student needs and specific occupational programs 64

20 EMPHASIS ON COUNSELING AND GUIDANCE

Excellent - The college provides an adequate number of personnel to assure that day, evening and weekend students in this program have ready access to career counseling and guidance and program advisement. Counseling staff have current knowledge related to programs and use a variety of resources (such as teachers, printed materials, audiovisuals) to meet individual student interests. 20

Poor - Counseling staff are insufficient in number, and most have little proficiency in counseling related to this program. Counseling services are available during limited hours of the day and week.

THIS OCCUPATIONAL PROGRAM INCLUDES ECONOMIC INSTRUCTION WHICH HELPS STUDENTS:

- Understand employee responsibilities and rights 65
- Evaluate job opportunities in relation to salary, benefits and conditions of employment 66
- Understand the principles of business operation and cost of doing business 67

21 EMPHASIS ON ECONOMIC INSTRUCTION

Excellent - This program includes economic information which is valuable to students as employees (on such topics as employment opportunities, starting salary, chances for advancement, cost of doing business, responsibilities and rights). 21

Poor - Almost no emphasis is placed on providing economic instruction important to students as employees.

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COPEs
CALIFORNIA COMMUNITY COLLEGES

**FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM**

Qualitative assessments are your evaluation of
a student's performance level, achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions	1	2	3	4	5	6
None/Never						
Less Than Half/Seldom						
Half/Occasionally						
More Than Half/Often						
All/Always						
Don't Know						

Qualitative ratings are your perceptions of how
effective the college is your program performance is on
each standard. Criteria for EXCELLENT and POOR
ratings are provided for each standard. Excellent is a
rarely ideal or exemplary situation; poor, one of serious
backsliding. Intermediate ratings (typical, acceptable,
below expectations) may be assigned with these two
extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions	1	2	3	4	5	6
Poor						
Below Expectations						
Acceptable						
Good						
Excellent						
Don't Know						

COMMENTS
Please make
explanatory remarks
about your qualitative
or quantitative
evaluations.

2

		PROGRAM STANDARDS													
THIS OCCUPATIONAL PROGRAM INCLUDES CONSUMER EDUCATION WHICH HELPS STUDENTS:															
• Manage time and money	1														
• Become a wise shopper.	2														
• Conduct personal business transactions.	3														
• Manage the combined responsibilities of a job and a home.	4														
• Conserve energy and other natural resources.	5														
PLACEMENT OF OCCUPATIONAL STUDENTS:															
• Is a planned, coordinated system.	6														
• Identifies employment opportunities for all students.	7														
• Helps students with marketable skills find employment.	8														
PROGRAM COMPLETERS AND LEAVERS DESIRING EMPLOYMENT ARE:															
• Prepared to apply for a job.	9														
• Treated fairly and equally.	10														
• Placed within a reasonable period of time in a job for which trained or one closely related.	11														
SUCCESS AND FAILURE OF PROGRAM COMPLETERS AND LEAVERS ARE:															
• Assessed through periodic SAM (Student Accountability Model) follow- up studies.	12														
• Made available to instructors, counselors and advisory committee members.	13														
• Made available to help students make career decisions.	14														
• Used to modify this program and courses.	15														

22 EMPHASIS ON CONSUMER EDUCATION

Excellent - This program provides economic
information which is valuable to students as consumers
on such topics as personal and family budgets,
personal finances, buying, utilization and conservation
of natural resources). 22

Poor - Almost no emphasis is placed on providing
instruction important to students as consumers.

**23 COORDINATION OF PLACEMENT OF
OCCUPATIONAL EDUCATION STUDENTS**

Excellent - The college has an effectively functioning
system for locating jobs and coordinating placement for
students completing occupational education
programs. 23

Poor - The college has no system or an ineffective
system for locating jobs and coordinating placement for
occupational students.

**24 PLACEMENT EFFECTIVENESS FOR
STUDENTS TRAINED WITH MARKETABLE
SKILLS**

Excellent - Program completers and leavers (students
with marketable skills) desiring employment are
employed within a reasonable period of time in their
field of preparation or a closely related field. 24

Poor - Few students completing this program and
desiring employment are placed in their field of
preparation or a closely related field.

25 STUDENT FOLLOWUP SYSTEM

Excellent - Success and failure of program completers
and leavers are assessed through periodic SAM
(Student Accountability Model) follow up studies which
include participation of instructors. Information learned
is made available to students, advisory committee
members and others concerned (such as counselors)
and is reflected in modification of this program. 25

Poor - No effort is made to follow up former students
of this program.

COPEs
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

QUANTITATIVE ASSESSMENTS

QUALITATIVE RATINGS

2

Quantitative assessments are your evaluation of school performance levels achieved

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or a very good situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable) better expectations may be assigned with these two extremes in mind.

COMMENTS
 (Please use explanatory remarks about your qualitative evaluation)

	Keypunch Instructions						PROGRAM STANDARDS	Keypunch Instructions						
	1	2	3	4	5	6		1	2	3	4	5	6	
STUDENTS AND POTENTIAL STUDENTS DESIRING ENROLLMENT IN THIS PROGRAM ARE:							26 PROGRAM AVAILABILITY AND ACCESSIBILITY Excellent - Students and potential students desiring enrollment in this program are identified through recruitment activities, counseled on employment opportunities, afforded equitable treatment in enrollment selection and not discouraged by unrealistic prerequisites. This program is readily available and accessible at convenient times and locations. 26 Poor - This program is not available or accessible to most students seeking enrollment. Discriminatory selection procedures are practiced.							
	• Identified through recruitment activities	16												
	• Counseled on employment opportunities	17												
	• Treated equitably in enrollment selection	18												
	• Not impeded by unrealistic prerequisites or costs	19												
PROMOTION OF OCCUPATIONAL EDUCATION	• Able to attend classes at accessible locations and convenient times	20					27 PROMOTION OF OCCUPATIONAL EDUCATION AS A VITAL COLLEGE FUNCTION Excellent - An active and organized effort is made to inform the public and its representatives (such as news media, legislators, boards, business community) of the importance of providing effective and comprehensive occupational education and to gain community support and contributions. 27 Poor - There is no organized public information effort for occupational education.							
	• Informs the public, legislators, news media, boards, business community of program goals and needs	21												
	• Interprets the importance of occupational preparation as an option for students	22												
	• Gains community support and contributions	23												
RESOURCES							28 PROVISION FOR DIRECTION AND COORDINATION Excellent - Responsibility, authority, and accountability for this program are clearly identified and assigned. Sufficient administrative and/or supervisory time is provided to obtain maximum effectiveness in program planning, management, and evaluation. 28 Poor - There are no clearly defined lines of responsibility, authority, and accountability for this program.							
	THE COLLEGE ADMINISTRATIVE STRUCTURE PROVIDES FOR DIRECTION AND COORDINATION OF THIS PROGRAM THROUGH:													
	• Assignment of qualified administrative personnel	24												
	• Delineation of responsibility, authority and accountability	25												
	• Assignment of time for supervisors and/or administrators to provide for planning and evaluation	26												
ADMINISTRATORS AND/OR SUPERVISORS RESPONSIBLE FOR DIRECTING AND COORDINATING OCCUPATIONAL EDUCATION ARE:							29 QUALIFICATIONS OF ADMINISTRATORS AND/OR SUPERVISORS Excellent - Persons responsible for direction and coordination affecting this program demonstrate a high level of administrative ability. They are knowledgeable in and committed to occupational education. 29 Poor - Persons responsible for direction and coordination affecting this program have little administrative training, education, and experience.							
	• Skilled in management techniques	27												
	• Committed to and knowledgeable about occupational education	28												

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COPEs
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluation of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions	1	2	3	4	5	6
None/Never						
Less Than Half/Seldom						
Half/Occasionally						
More Than Half/Often						
All/Always						
Don't Know						

PROGRAM STANDARDS

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions	1	2	3	4	5	6
Poor						
Below Expectations						
Acceptable						
Good						
Excellent						
Don't Know						

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations)

THE NUMBER OF INSTRUCTORS IS ADEQUATE FOR TEACHERS TO:

- Meet individual student needs. 29
- Provide liaison with advisory committees. 30
- Assist with student advisement, placement and follow up. 31
- Maintain ongoing contacts with employers and potential employers. 32

30 NUMBER OF INSTRUCTORS

Excellent - Instructional staffing in this program is sufficient to permit optimum program effectiveness (such as through enabling teachers to meet individual student needs, provide liaison with advisory committees, and conduct placement and follow up activities). 30
 Poor - Staffing is inadequate to meet the needs of this program effectively.

THE INSTRUCTIONAL STAFF, FULL AND PART TIME, IS QUALIFIED BY:

- Two or more years of relevant employment experience. 33
- Inservice training and/or experience appropriate to the teaching assignment. 34
- Teaching competence as evidenced by peer, student and/or administrative judgment. 35

31 QUALIFICATIONS OF INSTRUCTIONAL STAFF

Excellent - Instructors in this program have two or more years of relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence. 31
 Poor - Few teachers in this program have relevant employment experience or current competence in their field.

THE COLLEGE ENCOURAGES AND SUPPORTS INSERVICE OPPORTUNITIES THROUGH:

- Allocating funds for instructor participation. 36
- Making time available for instructor participation. 37
- Assessing inservice growth in teacher evaluations. 38

32 INSERVICE EDUCATION OPPORTUNITIES

Excellent - The college encourages the continuing inservice growth of faculty through such opportunities as conference attendance, curriculum development, work experience. This policy is supported with time and money. The college appraises inservice growth in its evaluation of faculty. 32
 Poor - The college makes little provision for inservice growth of faculty.

SUPPORT STAFF ARE UTILIZED IN THIS PROGRAM TO PROVIDE:

- Office and clerical assistance. 39
- Classroom help to students. 40
- Instructional assistance for teachers. 41

33 USE OF SUPPORT STAFF

Excellent - Paraprofessionals (such as instructional aides, teacher assistants) and other support personnel are used to ensure maximum effectiveness of instructors in this program. 33
 Poor - Little use is made of support personnel in this program.

COPES

CALIFORNIA COMMUNITY COLLEGES

FACULTY APPRAISAL OF SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are year evaluations of actual performance based on a fixed

QUANTITATIVE ASSESSMENTS

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and FULFILL ratings are provided for each standard. Excellent is a highly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below requirements) may be assigned with the two extremes in mind.

QUALITATIVE RATINGS

COMMENTS
If there is any explanation or remarks about your quantitative or qualitative evaluations.

2

CALIFORNIA COMMUNITY COLLEGES										QUALITATIVE RATINGS										COMMENTS																													
FACULTY APPRAISAL OF SPECIFIC OCCUPATIONAL PROGRAM										PROGRAM STANDARDS										COMMENTS																													
Quantitative assessments are your evaluation of actual performance levels achieved.										Key punch Instructions 1 None/Newer 2 Less Than Half/Seldom 3 Half/Occasionally 4 More Than Half/Often 5 All/Always 6 Don't Know										Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a model ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings represent acceptable but no exceptional may be assigned with those two extremes in mind.										Key punch Instructions 1 Poor 2 Below Expectations 3 Acceptable 4 Good 5 Excellent 6 Don't Know										COMMENTS If there note explanatory remarks about your quantitative or qualitative evaluations									
EQUIPMENT USED ON CAMPUS OR OFF CAMPUS FOR THIS PROGRAM IS										34 ADEQUACY AND AVAILABILITY OF INSTRUCTIONAL EQUIPMENT																																							
• Representative of that used in jobs for which students are being trained. 42										Excellent - Equipment used on or off campus for this program is representative of that used in jobs for which students are being trained, current, operational, sufficient in amount and safe. 34																																							
• Safe, functional and well maintained 43										Poor - Equipment for programs is generally outmoded or in unsatisfactory condition.																																							
• In sufficient supply to service the needs of students 44																																																	
INSTRUCTIONAL FACILITIES (EXCLUDING EQUIPMENT) USED FOR THIS PROGRAM										35 ADEQUACY OF INSTRUCTIONAL FACILITIES																																							
• Are functional for the program 45										Excellent - Instructional facilities (excluding equipment) for this program meet the program and students needs, are functional, provide maximum flexibility and safe working conditions. 35																																							
• Meet the needs of students 46										Poor - Facilities for this program generally are restrictive, disfunctional, or overcrowded.																																							
• Are flexible and adaptable to changing instructional approaches and special student requirements 47																																																	
• Meet safety standards 48																																																	
SCHEDULING OF FACILITIES AND EQUIPMENT FOR THIS PROGRAM										36 USE OF INSTRUCTIONAL FACILITIES AND EQUIPMENT																																							
• Is planned for optimum use 49										Excellent - Scheduling of facilities and equipment for programs on campus or off is planned to maximize use and be consistent with quality instruction. 36																																							
• Supports quality instruction 50										Poor - Facilities and equipment for programs are significantly under- or over-scheduled.																																							
INSTRUCTIONAL MATERIALS AND LIBRARY RESOURCES ARE										37 ADEQUACY AND AVAILABILITY OF INSTRUCTIONAL MATERIALS AND LIBRARY RESOURCES																																							
• Sufficient in quantity for enrolled students' use 51										Excellent - Instructional materials (such as textbooks, reference books, visual aids, mock ups) are sufficient in quantity, current, relevant to program and student needs, varied, conveniently located for maximum student use and avoid sex bias and stereotyping. 37																																							
• Current and relevant to the occupation 52										Poor - Materials in this program are generally outdated, limited to basic textbooks, lack relevance to program and student needs, and include sex bias.																																							
• Varied 53																																																	
• Available and accessible to students 54																																																	
• Selected to avoid sex bias, stereotyping and discrimination 55																																																	

COPEs
CALIFORNIA COMMUNITY COLLEGES
FACULTY APPRAISAL OF
SPECIFIC OCCUPATIONAL PROGRAM

Quantitative assessments are your evaluation of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions	1	2	3	4	5	6
None/Never						
Less Than Half/Seldom						
Half/Occasionally						
More Than Half/Often						
All/Always						
Don't Know						

PROGRAM STANDARDS

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions	1	2	3	4	5	6
Poor						
Below Expectations						
Acceptable						
Good						
Excellent						
Don't Know						

COMMENTS
 (Please note explanatory remarks about your quantitative or qualitative evaluations)

THE ADVISORY COMMITTEE FOR THIS PROGRAM:

- Is representative of the occupation for which training is provided 56
- Provides input on course content, program modification, instructional materials and equipment, student employability, and placement 57
- Meets at least annually. 58
- Extends the program into the community 59

38 USE OF ADVISORY COMMITTEES

Excellent - The advisory committee for this program is representative of the occupation and is actively used by college staff in pertinent activities (such as community needs analysis, program development and modification, work experience, placement, promotion). The committee meets at least annually. 38

Poor - Advisory committee members for this program generally do not have sufficient scope or recency of relevant experience. Committee members are relegated largely to a passive role.

THE OPERATING BUDGET FOR THIS PROGRAM:

- Is planned with instructor input. 60
- Is adequate for achieving program objectives 61
- Makes effective use of outside funding 62
- Is based on program priorities. 63

39 PROVISIONS IN CURRENT OPERATING BUDGET

Excellent - Adequate funds are allocated in the college operating budget to support achievement of approved program objectives and planned with instructor input. Effective use is made of outside funding sources. 39

Poor - Funds provided are seriously inadequate in relation to approved objectives for this program.

THE CAPITAL OUTLAY BUDGET FOR THIS PROGRAM:

- Is planned with instructor input. 64
- Supports scheduled equipment replacement and repair. 66
- Provides for facilities refurbishing and modification. 67

40 PROVISIONS IN CAPITAL OUTLAY BUDGET

Excellent - Adequate funds are allocated in a planned effort to provide for needed new facilities and equipment and for equipment replacement, repair, and renovation, consistent with the objectives for this program. Instructor input is part of the planning process. 40

Poor - Facilities and equipment needs in this program are almost totally unmet in the capital outlay budget.

Office Use

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COPEs

CALIFORNIA COMMUNITY COLLEGES

FACULTY APPRAISAL OF SPECIFIC OCCUPATIONAL EDUCATION PROGRAMS

Please answer the following relating to your specific program: (Use back of page and extra sheets if necessary).

1. What are the chief strengths of this occupational program?

2. What are the needed major improvements, if any, in this occupational program and what action is required to achieve these improvements?

PLEASE IDENTIFY THE POSITION OF THE PERSON COMPLETING THIS FORM AND THE OCCUPATIONAL PROGRAM (such as registered nursing, data processing, health occupations, business education).

PERSON COMPLETING FORM:

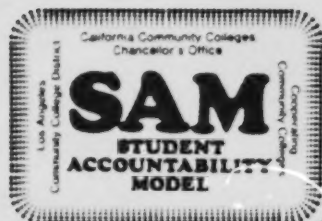
☐ Division Chairman

☐ Department Chairman

☐ Instructor

☐ Other _____ (Specify)

SPECIFY PROGRAM: _____



Community College Occupational Programs Evaluation & Reporting System

ADMINISTRATOR AND COUNSELOR APPRAISAL OF OCCUPATIONAL EDUCATION

Consists of Quantitative and Qualitative assessments of 40 program standards and open end responses on program strengths and needs for improvement.

RESPONDENTS College administrators, counselors and other professionals selected for self-study participation by the college complete a Form 3. These respondents are considered "generalists" in relation to occupational education programs. Consequently, their perceptions usually apply to the overall system for occupational education at the college. Forms are completed individually.

COPES PARTICIPATION Counselors and administrators selected for self-study participation attend the scheduled orientation session, are interviewed by the site visit team, attend the oral report, complete a Feedback Form and review the written report and college Action Plan provided by the college president. Some counselors and administrators may be selected by the college to participate on the self-study committee.

NUMBER OF FORMS SENT TO COPES SERVICE CENTER AND USE OF FORMS Each completed Form 2 is sent to the college coordinator for forwarding to the COPES Service Center. Quantitative and Qualitative assessments are included on the computer tabulation Forms A and B (see COPES Guide, Appendix B) made available to the college with the written report. Open end responses and the computer tabulations are made available to the site visit team in the event the college is selected for a validation visit. Information, without college identification, may be used in the preparation of a "state of the art" report for statewide use and to comply with federal reporting requirements.

COPEs CALIFORNIA COMMUNITY COLLEGES

ADMINISTRATOR/COUNSELOR APPRAISAL OF OCCUPATIONAL EDUCATION

INSTRUCTIONS

On the following pages, please give your *quantitative assessments* and *qualitative ratings* of the items listed. Guidelines for ratings appear at the top of the form. On each standard the quantitative assessments should be done first, as they may help with the qualitative rating. *Please rate every item.* A "Don't Know" column has been provided in the event you really don't have sufficient information to rate an item. Space also has been provided for you to note comments that may help to clarify your ratings.

The items you are asked to rate are grouped into the major components of the Community College Occupational Programs Evaluation Systems (COPEs), namely:

- Goals
- Processes
- Resources

Please remember that you will be responding to the college's overall occupational program.

On some items substantial variation may exist among programs, departments, or divisions. On these items the respondent may, in addition to giving an overall rating, also desire to indicate his judgment of the perceived variation, as follows.

		None/Never Less Than Half/Seldom Half/Occasionally More Than Half/Often All/Always Don't Know								Keypunch Instructions Poor Below Expectations Acceptable Good Excellent Don't Know					
		1	2	3	4	5	6			1	2	3	4	5	6
PROCESSES								PROCESSES							
INSTRUCTIONAL APPROACHES ARE ADAPTED TO:								11 ADAPTATION OF INSTRUCTIONAL APPROACHES							
• Recognize occupational objectives of students	27				X			Excellent - Instructional approaches in all courses recognize and respond to individual student differences (through such means as programmed learning, self-paced and small group instruction, and bilingual assistance).							
• Meet individual needs of students	28	←		X		→		11		← X →					
• Provide learning assistance for students with special needs	29	X						Poor - Instructional approaches in this program do not consider individual student differences.							
• Provide hands on, job-related experiences	30	←			X		→								

Thanks for your cooperation!

COPES
CALIFORNIA COMMUNITY COLLEGES

ADMINISTRATOR/COUNSELOR
APPRAISAL OF OCCUPATIONAL EDUCATION

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions	1	2	3	4	5	6
None/Never						
Less Than Half/Seldom						
Half/Occasionally						
More Than Half/Often						
All/Always						
Don't Know						

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions	1	2	3	4	5	6
Poor						
Below Expectations						
Acceptable						
Good						
Excellent						
Don't Know						

COMMENTS
(Please note explanations/remarks about your quantitative or qualitative evaluations)

GOALS AND OBJECTIVES

WRITTEN GENERAL OCCUPATIONAL GOALS ARE:

- Understood and committed to by administrators, counselors and instructors 1
- Used as a basis for planning specific objectives for programs and services. 2

COLLEGE PLANNING FOR OCCUPATIONAL EDUCATION INCLUDES:

- Participation of administrators. 3
- Participation of instructors, counselors and other support services personnel. 4
- Participation of students, advisory committees and the community. 5

THE COLLEGE PLAN FOR OCCUPATIONAL EDUCATION IS USED AS A BASIS FOR:

- Implementing specific programs. 6
- Evaluating specific programs. 7

WRITTEN PROGRAM OBJECTIVES ARE:

- On file for occupational programs and stated in measurable terms. 8
- Used to evaluate programs. 9

WRITTEN LEARNER PERFORMANCE OBJECTIVES ARE:

- On file for courses and stated in measurable terms. 10
- Available to students. 11
- Consistent with employment standards. 12
- Used to keep students aware of progress. 13

PROGRAM STANDARDS

1 USE OF COLLEGE'S OCCUPATIONAL EDUCATION GOALS

Excellent - General occupational education goals, clearly stated in writing, are consistently used as a basis for planning specific objectives for occupational programs and services. 1

Poor - General goals are rarely considered in planning objectives for occupational programs and services.

2 PARTICIPATION IN DEVELOPMENT OF COLLEGE PLAN FOR OCCUPATIONAL EDUCATION

Excellent - Almost all administrators and/or other supervisory personnel are involved in developing and revising the college plan for occupational education. Provision is also made for input from instructors and from counselors where appropriate. 2

Poor - Development of the plan is essentially the work of one or two persons in the district or college.

3 CONCURRENCE OF PROGRAM ACTIVITIES WITH COLLEGE PLAN FOR OCCUPATIONAL EDUCATION

Excellent - Goals and relevant objectives stated in the college plan for occupational education are consistently used as a basis for development and evaluation of occupational program. 3

Poor - There is little relationship between plan and practice.

4 USE OF MEASURABLE PROGRAM OBJECTIVES

Excellent - Evaluation of programs is based on written objectives stated in measurable terms (such as planned enrollments, completions, placements). 4

Poor - No written objectives stated in measurable terms exist for occupational programs.

5 USE OF MEASURABLE LEARNER PERFORMANCE OBJECTIVES

Excellent - Learner performance objectives, stated in writing and in measurable terms, are used to evaluate student progress in almost all courses in occupational programs. Learner objectives are based on employment standards. 5

Poor - No course in any occupational program has written learner performance objectives stated in measurable terms.

COPEs
CALIFORNIA COMMUNITY COLLEGES

ADMINISTRATOR/COUNSELOR
APPRAISAL OF OCCUPATIONAL EDUCATION

Quantitative assessments are your evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

Keypunch Instructions					
1	2	3	4	5	6
None/Never	Less Than Half/Seldom	Half/Occasionally	More Than Half/Often	All/Always	Don't Know

PROGRAM STANDARDS

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions					
1	2	3	4	5	6
Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know

COMMENTS

(Please note explanatory remarks about your quantitative or qualitative evaluations)

3

DATA ON LABOR MARKET NEEDS ARE:

- Kept current for all programs using a variety of sources. 14

- Used in planning and evaluating programs. 15

DATA ON COMMUNITY POPULATION NEEDS FOR TRAINING, RETRAINING AND UPGRADING JOB SKILLS ARE:

- Kept current for programs. 16

- Used in planning and evaluating programs. 17

- Used in scheduling and locating programs. 18

DATA ON JOB PERFORMANCE REQUIREMENTS AND TRENDS ARE:

- Kept current for programs. 19

- Used to develop and evaluate programs. 20

- Used to plan and evaluate course content. 21

PROFESSION/INDUSTRY STANDARDS ARE:

- Used as a basis for planning and evaluating programs. 22

- Used as a basis for planning and evaluating course content and instructional approaches. 23

FOLLOW-UP DATA ON COMPLETERS AND LEAVERS ARE:

- Current and relevant for programs. 24

- Available in usable form for instructors. 25

- Used for planning and evaluating programs. 26

6 USE OF INFORMATION ON LABOR MARKET NEEDS

Excellent - Current data on labor market needs and emerging trends in job openings are systematically used in development and evaluation of occupational programs.

Poor - Labor market data has not been collected for use in planning or evaluation.

7 USE OF INFORMATION ON COMMUNITY OCCUPATIONAL TRAINING NEEDS

Excellent - Current data on community occupational education needs for training, retraining, upgrading are systematically used in the development and evaluation of programs.

Poor - Community needs information has not been collected for use in planning or evaluation.

8 USE OF INFORMATION ON JOB PERFORMANCE REQUIREMENTS

Excellent - Current data on job performance requirements and trends are systematically used in the development and evaluation of programs and content of courses.

Poor - Job performance requirements information has not been collected for use in planning or evaluation.

9 USE OF PROFESSION/INDUSTRY STANDARDS

Excellent - Profession/industry standards (such as licensure, accreditation) are consistently used in planning and evaluation of programs and content of courses.

Poor - Little or no recognition is given to specific profession/industry standards in planning and evaluation of programs.

10 USE OF STUDENT FOLLOW-UP INFORMATION

Excellent - Current follow-up data on completers and leavers (students with marketable skills) are consistently and systematically used in the evaluation of programs.

Poor - Student follow-up information has not been collected for use in evaluation of this program.

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COPES CALIFORNIA COMMUNITY COLLEGES

ADMINISTRATOR/COUNSELOR APPRAISAL OF OCCUPATIONAL EDUCATION

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions	1	2	3	4	5	6
None/Never						
Less Than Half/Seldom						
Half/Occasionally						
More Than Half/Often						
All/Always						
Don't Know						

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QUALITATIVE RATINGS

Keypunch Instructions	1	2	3	4	5	6
Poor						
Below Expectations						
Acceptable						
Good						
Excellent						
Don't Know						

COMMENTS
(Please note explanatory remarks about your quantitative or qualitative evaluations)

3

PROCESSES

INSTRUCTIONAL APPROACHES ARE ADAPTED TO:

- Recognize occupational objectives of students. 27
- Meet individual needs of students. 28
- Provide learning assistance for students with special needs. 29
- Provide hands-on, job-related experiences. 30

APPLICABLE MAJOR-RELATED COURSES ARE:

- Closely coordinated with occupational programs. 31
- Relevant and current to needs of students in occupational programs. 32

CLOSE COORDINATION AND LIAISON ARE MAINTAINED WITH:

- Educational institutions offering occupational programs (such as high schools, ROC/Ps, community colleges). 33
- Community agencies involved with occupational education (such as CETA, RAVE Council). 34

RELATED WORK EXPERIENCE OR EQUIVALENT CLINICAL EXPERIENCE IS:

- Available at convenient locations to all students, day and evening, enrolled in occupational programs. 35
- Coordinated with classroom instruction. 36
- Coordinated with employer supervision. 37

PROCESSES

11 ADAPTATION OF INSTRUCTIONAL APPROACHES

Excellent - Instructional approaches in all courses recognize and respond to individual student differences (through such means as programmed learning, self-paced and small-group instruction, and bilingual assistance). 11

Poor - Instructional approaches in occupational programs do not consider individual student differences.

12 RELEVANCE OF MAJOR - RELATED COURSES

Excellent - Applicable major-related courses (such as anatomy and physiology, business and technical mathematics) are closely coordinated with occupational programs and are kept relevant and current to the needs of students. 12

Poor - Major-related course content reflects no planned approach to meeting needs of students in occupational programs.

13 COORDINATION WITH OTHER COMMUNITY AGENCIES AND PROGRAMS

Excellent - Effective liaison is maintained with other programs and educational agencies (such as high schools, other community colleges, regional occupational programs and centers, CETA, RAVEC) to assure a coordinated approach and avoid duplication in meeting occupational needs of the area or community. 13

Poor - College activities reflect a disinterest in coordination with other community programs and agencies having impact on occupational programs.

14 PROMISION FOR WORK EXPERIENCE

Excellent - Ample opportunities are provided wherever feasible for related work experience or equivalent clinical experience for students in occupation programs. Student participation is well coordinated with classroom instruction and employer supervision. 14

Poor - Few opportunities are provided in occupational programs for related work experience or equivalent clinical experience where such participation is feasible.

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COPEs CALIFORNIA COMMUNITY COLLEGES

ADMINISTRATOR/COUNSELOR APPRAISAL OF OCCUPATIONAL EDUCATION

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions	1	2	3	4	5	6
None/Never						
Less Than Half/Seldom						
Half/Occasionally						
More Than Half/Often						
All/Always						
Don't Know						

PROGRAM STANDARDS

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions	1	2	3	4	5	6
Poor						
Below Expectations						
Acceptable						
Good						
Excellent						
Don't Know						

COMMENTS
(Please note explanatory remarks about your quantitative or qualitative evaluations)

3

SPECIAL SERVICES FOR DISADVANTAGED STUDENTS ARE:

- Readily available to all students needing such assistance. 38
- Coordinated by qualified staff. 39
- Coordinated with occupational instruction. 40

15 SPECIAL PROVISIONS FOR THE DISADVANTAGED

Excellent - Special services and qualified staff are provided by the college for students with academic, socioeconomic, cultural, and related disadvantages such as limited or non-English speaking. Services are readily available to students in occupational programs and are coordinated with occupational instruction. 15
Poor - Almost no special services for the disadvantaged are provided.

SPECIAL SERVICES FOR HANDICAPPED STUDENTS ARE:

- Readily available to all students needing such assistance. 41
- Coordinated by qualified staff. 42
- Coordinated with occupational instruction. 43
- Planned to include modification and adaptation of facilities and equipment where needed. 44

16 SPECIAL PROVISIONS FOR THE HANDICAPPED

Excellent - Special services and qualified staff are provided by the college for students with physical, mental, emotional, and other health-impairing handicaps. Services are readily available to students in occupational programs and are coordinated with occupational instruction. Program facilities and equipment are adapted to meet student needs. 16
Poor - Special services for the handicapped, as well as facility and equipment modifications, are almost nonexistent.

SPECIAL SERVICES FOR THE REENTRY STUDENT OR DISPLACED HOMEMAKER ARE:

- Readily available to all students and potential students needing such assistance. 45
- Available to assist with the transition/adjustment to the college scene. 46
- Coordinated by qualified staff. 47
- Coordinated with occupational instruction. 48

17 SPECIAL PROVISIONS FOR THE REENTRY STUDENT OR DISPLACED HOMEMAKER

Excellent - Support services, remedial programs and qualified staff are provided by the college to help reentry students (such as displaced homemaker) succeed in occupational programs. Services are readily available to students and are coordinated with occupational instruction. 17
Poor - Almost no special services are provided or attention is given by the college to these students.

ADDITIONAL SERVICES FOR STUDENTS WITH SPECIAL NEEDS ARE EVALUATED THROUGH:

- Monitoring the progress of these students enrolled in regular occupational classes/programs. 49
- Assessing program/services accomplishments in relation to planned objectives. 50
- Follow-up studies to determine employment success of these students. 51

18 RESULTS OF ADDITIONAL SERVICES FOR SPECIAL POPULATIONS

Excellent - Additional services provided to students with special needs (such as disadvantaged, handicapped, limited and non-English speaking, displaced homemaker) are evaluated on a continuing basis in relation to student progress, actual results compared to planned objectives, and employment success of former students. Evaluation results are documented and used in planning special programs/services. 18
Poor - Little or no effort is made to measure the results of additional services provided to special populations.

COPEs
CALIFORNIA COMMUNITY COLLEGES

ADMINISTRATOR/COUNSELOR
APPRAISAL OF OCCUPATIONAL EDUCATION

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions	1	2	3	4	5	6
None/Never						
Less Than Half/Seldom						
Half/Occasionally						
More Than Half/Often						
All/Always						
Don't Know						

PROGRAM STANDARDS

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions	1	2	3	4	5	6
Poor						
Below Expectations						
Acceptable						
Good						
Excellent						
Don't Know						

COMMENTS

(Please note explanatory remarks about your quantitative or qualitative evaluations)

3

EMPHASIS ON OVERCOMING SEX BIAS, DISCRIMINATION AND STEREOTYPING IS GIVEN TO:

- Program enrollments, recruitment and admission policies. 52
- Course and program content and teaching methods. 53
- Selection of curricular materials. 54
- Job development and placement. 55
- Student counseling and guidance. 56
- Staff recruitment, selection and promotion. 57

19 EFFORTS TO ACHIEVE SEX EQUITY

Excellent - Emphasis is given to eliminating sex bias and sex stereotyping in programs: staffing, student recruitment, counseling and guidance, access to and acceptance in programs, selection of curricular materials, instruction, job development, and placement. 19

Poor - Almost no attention is directed toward achieving sex equity in occupational programs.

COUNSELING AND GUIDANCE SERVICES ARE:

- Available and accessible for day students. 58
- Available and accessible for evening students. 59
- Available at satellite and outreach centers. 60
- Keyed to student career and program interests and needs. 61
- Informing students of nontraditional job opportunities for both sexes. 62
- Provided by qualified and knowledgeable staff. 63
- Using a variety of resources that are relevant to student needs and specific occupational programs. 64

20 EMPHASIS ON COUNSELING AND GUIDANCE

Excellent - The college provides an adequate number of personnel to assure that day, evening and weekend students in occupational programs have ready access to career counseling and guidance and program advisement. Counseling staff have current knowledge related to programs and use a variety of resources (such as teachers, printed materials, audiovisuals) to meet individual student interests. 20

Poor - Counseling staff are insufficient in number, and most have little proficiency in counseling related to occupational programs. Counseling services are available during limited hours of the day and week.

OCCUPATIONAL PROGRAMS INCLUDE ECONOMIC INSTRUCTION WHICH HELPS STUDENTS:

- Understand employee responsibilities and rights. 65
- Evaluate job opportunities in relation to salary, benefits and conditions of employment. 66
- Understand the principles of business operation and cost of doing business. 67

21 EMPHASIS ON ECONOMIC INSTRUCTION

Excellent - Occupational programs include economic information which is valuable to students as employees (on such topics as employment opportunities, starting salary, benefits, chances for advancement, cost of doing business, responsibilities and rights). 21

Poor - Almost no emphasis is placed on providing economic instruction important to students as employees.

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COPEs
CALIFORNIA COMMUNITY COLLEGES

ADMINISTRATOR/COUNSELOR
APPRAISAL OF OCCUPATIONAL EDUCATION

Quantitative assessments are your evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

Keypunch Instructions					
1	2	3	4	5	6
None/Never	Less Than Half/Occasionally	Half/Some	More Than Half/Often	All/Always	Don't Know

PROGRAM STANDARDS

QUALITATIVE RATINGS

Keypunch Instructions					
1	2	3	4	5	6
Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know

COMMENTS

(Please note explanatory remarks about your quantitative or qualitative evaluations)

3

OCCUPATIONAL PROGRAMS INCLUDES CONSUMER EDUCATION WHICH HELPS STUDENTS:

- Manage time and money. 1
- Become a wise shopper. 2
- Conduct personal business transactions. 3
- Manage the combined responsibilities of a job and a home. 4
- Conserve energy and other natural resources. 5

22 EMPHASIS ON CONSUMER EDUCATION

Excellent - Occupational programs provide economic information which is valuable to students as consumers (on such topics as personal and family budgets, personal finances, buying, utilization and conservation of natural resources). 22

Poor - Almost no emphasis is placed on providing instruction important to students as consumers.

PLACEMENT OF OCCUPATIONAL STUDENTS:

- Is a planned, coordinated system. 6
- Identifies employment opportunities for all students. 7
- Helps students with marketable skills find employment. 8

23 COORDINATION OF PLACEMENT OF OCCUPATIONAL EDUCATION STUDENTS

Excellent - The college has an effectively functioning system for locating jobs and coordinating placement for students completing occupational education programs. 23

Poor - The college has no system or an ineffective system for locating jobs and coordinating placement for occupational students.

PROGRAM COMPLETERS AND LEAVERS DESIRING EMPLOYMENT ARE:

- Prepared to apply for a job. 9
- Treated fairly and equally. 10
- Placed within a reasonable period of time in a job for which trained or one closely related. 11

24 PLACEMENT EFFECTIVENESS FOR STUDENTS TRAINED WITH MARKETABLE SKILLS

Excellent - Program completers and leavers (students with marketable skills) desiring employment are employed within a reasonable period of time in their field of preparation or a closely related field. 24

Poor - Few students completing occupational programs and desiring employment are placed in their field of preparation or a closely related field.

SUCCESS AND FAILURE OF PROGRAM COMPLETERS AND LEAVERS ARE:

- Assessed through periodic SAM (Student Accountability Model) follow-up studies. 12
- Made available to instructors, counselors and advisory committee members. 13
- Made available to help students make career decisions. 14
- Used to modify occupational programs and courses. 15

25 STUDENT FOLLOW-UP SYSTEM

Excellent - Success and failure of program completers and leavers are assessed through periodic SAM (Student Accountability Model) follow-up studies which include participation of instructors. Information learned is made available to students, advisory committee members and others concerned (such as counselors) and is reflected in modification of occupational programs. 25

Poor - No effort is made to follow up former students of occupational programs.

COPEs CALIFORNIA COMMUNITY COLLEGES

ADMINISTRATOR/COUNSELOR APPRAISAL OF OCCUPATIONAL EDUCATION

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions	1	2	3	4	5	6
None/Never						
Less Than Half/Seldom						
Half/Occasionally						
More Than Half/Often						
All/Always						
Don't Know						

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions	1	2	3	4	5	6
Poor						
Below Expectations						
Acceptable						
Good						
Excellent						
Don't Know						

COMMENTS
(Please note explanatory remarks about your quantitative or qualitative evaluations.)

3

STUDENTS AND POTENTIAL STUDENTS DESIRING ENROLLMENT IN OCCUPATIONAL PROGRAMS ARE:

- Identified through recruitment activities. 16
- Counseled on employment opportunities. 17
- Treated equitably in enrollment selection. 18
- Not impeded by unrealistic prerequisites or costs. 19
- Able to attend classes at accessible locations and convenient times. 20

PROMOTION OF OCCUPATIONAL EDUCATION:

- Informs the public, legislators, news media, boards, business community of program goals and needs. 21
- Interprets the importance of occupational preparation as an option for students. 22
- Gains community support and contributions. 23

RESOURCES

THE COLLEGE ADMINISTRATIVE STRUCTURE PROVIDES FOR DIRECTION AND COORDINATION OF OCCUPATIONAL PROGRAMS THROUGH:

- Assignment of qualified administrative personnel. 24
- Delineation of responsibility, authority and accountability. 25
- Assignment of time for supervisors and/or administrators to provide for planning and evaluation. 26

ADMINISTRATORS AND/OR SUPERVISORS RESPONSIBLE FOR DIRECTING AND COORDINATING OCCUPATIONAL EDUCATION ARE:

- Skilled in management techniques. 27
- Committed to and knowledgeable about occupational education. 28

PROGRAM STANDARDS

26 PROGRAM AVAILABILITY AND ACCESSIBILITY

Excellent - Students and potential students desiring enrollment in occupational programs are identified through recruitment activities, counseled on employment opportunities, afforded equitable treatment in enrollment selection and not discouraged by unrealistic prerequisites. Programs are readily available and accessible at convenient times and locations. 26

Poor - Occupational programs are not available or accessible to most students seeking enrollment. Discriminatory selection procedures are practiced.

27 PROMOTION OF OCCUPATIONAL EDUCATION AS A VITAL COLLEGE FUNCTION

Excellent - An active and organized effort is made to inform the public and its representatives (such as news media, legislators, boards, business community) of the importance of providing effective and comprehensive occupational education and to gain community support and contributions. 27

Poor - There is no organized public information effort for occupational education.

RESOURCES

28 PROMISION FOR DIRECTION AND COORDINATION

Excellent - Responsibility, authority, and accountability for occupational programs are clearly identified and assigned. Sufficient administrative and/or supervisory time is provided to obtain maximum effectiveness in program planning, management, and evaluation. 28

Poor - There are no clearly defined lines of responsibility, authority, and accountability for occupational programs.

29 QUALIFICATIONS OF ADMINISTRATORS AND/OR SUPERVISORS

Excellent - Persons responsible for direction and coordination affecting occupational programs demonstrate a high level of administrative ability. They are knowledgeable in and committed to occupational education. 29

Poor - Persons responsible for direction and coordination affecting occupational programs have little administrative training, education, and experience.

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COPEs
CALIFORNIA COMMUNITY COLLEGES

ADMINISTRATOR/COUNSELOR
APPRAISAL OF OCCUPATIONAL EDUCATION

QUANTITATIVE ASSESSMENTS

Quantitative assessments are your evaluations of actual performance levels achieved.

Keypunch Instructions	1	2	3	4	5	6
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Less Than Half/Seldom						
Half/Occasionally						
More Than Half/Often						
All/Always						
Don't Know						

PROGRAM STANDARDS

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions	1	2	3	4	5	6
Poor						
Below Expectations						
Acceptable						
Good						
Excellent						
Don't Know						

COMMENTS

(Please note explanatory remarks about your quantitative or qualitative evaluations)

THE NUMBER OF INSTRUCTORS IS ADEQUATE FOR TEACHERS TO:

- Meet individual student needs. 29
- Provide liaison with advisory committees. 30
- Assist with student advisement, placement and follow up. 31
- Maintain ongoing contacts with employers and potential employers. 32

30 NUMBER OF INSTRUCTORS

Excellent - Instructional staffing in occupational programs is sufficient to permit optimum program effectiveness (such as through enabling teachers to meet individual student needs, provide liaison with advisory committees, and conduct placement and follow-up activities).

30

Poor - Staffing is inadequate to meet the needs of occupational programs effectively.

THE INSTRUCTIONAL STAFF, FULL AND PART TIME, IS QUALIFIED BY:

- Two or more years of relevant employment experience. 33
- Inservice training and/or experience appropriate to the teaching assignment. 34
- Teaching competence as evidenced by peer, student and/or administrative judgment. 35

31 QUALIFICATIONS OF INSTRUCTIONAL STAFF

Excellent - Occupational instructors have two or more years of relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence.

31

Poor - Few occupational teachers have relevant employment experience or current competence in their field.

THE COLLEGE ENCOURAGES AND SUPPORTS INSERVICE OPPORTUNITIES THROUGH:

- Allocating funds for instructor participation. 36
- Making time available for instructor participation. 37
- Assessing inservice growth in teacher evaluations. 38

32 INSERVICE EDUCATION OPPORTUNITIES

Excellent - The college encourages the continuing inservice growth of faculty through such opportunities as conference attendance, curriculum development, work experience. This policy is supported with time and money. The college appraises inservice growth in its evaluation of faculty.

32

Poor - Little use is made of support personnel in occupational programs.

SUPPORT STAFF ARE UTILIZED IN OCCUPATIONAL PROGRAMS TO PROVIDE:

- Office and clerical assistance. 39
- Classroom help to students. 40
- Instructional assistance for teachers. 41

33 USE OF SUPPORT STAFF

Excellent - Paraprofessionals (such as instructional aides, teacher assistants) and other support personnel are used to ensure maximum effectiveness of instructors in occupational programs.

33

Poor - Little use is made of support personnel in occupational programs.

COPE'S
CALIFORNIA COMMUNITY COLLEGES

ADMINISTRATOR/COUNSELOR
APPRAISAL OF OCCUPATIONAL EDUCATION

Quantitative assessments are your evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

Key punch	Instructions	None/Never	Less Than Half/Seldom	Half/Occasionally	More Than Half/Often	All/Always	Don't Know
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QUALITATIVE RATINGS

Key punch	Instructions	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
1	2	3	4	5	6		

COMMENTS
(Please note explanatory remarks about your quantitative or qualitative evaluations)

3

EQUIPMENT USED ON CAMPUS OR OFF CAMPUS FOR OCCUPATIONAL PROGRAMS IS:

- Representative of that used in jobs for which students are being trained. 42
- Safe, functional and well maintained. 43
- In sufficient supply to service the needs of students. 44

34 ADEQUACY AND AVAILABILITY OF INSTRUCTIONAL EQUIPMENT

Excellent - Equipment used on or off campus for occupational programs is representative of that used in jobs for which students are being trained, current, operational, sufficient in amount and safe. 34
Poor - Equipment for programs is generally outmoded or in unsatisfactory condition.

INSTRUCTIONAL FACILITIES (EXCLUDING EQUIPMENT) USED FOR OCCUPATIONAL PROGRAMS:

- Are functional for programs. 45
- Meet the needs of students. 46
- Are flexible and adaptable to changing instructional approaches and special student requirements. 47
- Meet safety standards. 48

35 ADEQUACY OF INSTRUCTIONAL FACILITIES

Excellent - Instructional facilities (excluding equipment) for occupational education meet the program and student needs, are functional, provide maximum flexibility and safe working conditions. 35
Poor - Facilities for occupational programs generally are restrictive, disfunctional, or overcrowded.

SCHEDULING OF FACILITIES AND EQUIPMENT FOR OCCUPATIONAL PROGRAMS:

- Is planned for optimum use. 49
- Supports quality instruction. 50

36 USE OF INSTRUCTIONAL FACILITIES AND EQUIPMENT

Excellent - Scheduling of facilities and equipment for programs on campus or off is planned to maximize use and be consistent with quality instruction. 36
Poor - Facilities and equipment for programs are significantly under or over-scheduled.

INSTRUCTIONAL MATERIALS AND LIBRARY RESOURCES ARE:

- Sufficient in quantity for enrolled students' use. 51
- Current and relevant to the occupation. 52
- Varied. 53
- Available and accessible to students. 54
- Selected to avoid sex bias, stereotyping and discrimination. 55

37 ADEQUACY AND AVAILABILITY OF INSTRUCTIONAL MATERIALS AND LIBRARY RESOURCES

Excellent - Instructional materials (such as textbooks, reference books, visual aids, mock-ups) are sufficient in quantity, current, relevant to program and student needs, varied, conveniently located for maximum student use and avoid sex bias and stereotyping. 37
Poor - Materials in occupational programs are generally outdated, limited to basic textbooks, lack relevance to program and student needs, and include sex bias.

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COPEs **CALIFORNIA COMMUNITY COLLEGES**

ADMINISTRATOR/COUNSELOR **APPRAISAL OF OCCUPATIONAL EDUCATION**

Quantitative assessments are your evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

1	2	3	4	5	6
Keypunch Instructions	None/Never	Less Than Half/Seldom	Half/Occasionally	More Than Half/Often	All/Always
					Don't Know

PROGRAM STANDARDS

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

1	2	3	4	5	6
Keypunch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent
					Don't Know

COMMENTS
(Please note explanatory remarks about your quantitative or qualitative evaluations)

3

OCCUPATIONAL EDUCATION ADVISORY COMMITTEES

- Are representative of the occupation for which training is provided. 56
- Provide input on course content, program modification, instructional materials and equipment, student employability, and placement. 57
- Meet at least annually. 58
- Extend the programs into community. 59

38 USE OF ADVISORY COMMITTEES

Excellent - The advisory committees for occupational programs are representative of the occupation and are actively used by college staff in pertinent activities (such as community needs analysis, program promotion). Committees meet at least annually. 38

Poor - Advisory committee members generally do not have sufficient scope or recency of relevant experience. Committee members are relegated largely to a passive role.

THE OPERATING BUDGET FOR OCCUPATIONAL PROGRAMS:

- Is planned with instructor input. 60
- Is adequate for achieving program objectives. 61
- Makes effective use of outside funding. 62
- Is based on program priorities. 63

39 PROMISIONS IN CURRENT OPERATING BUDGET

Excellent - Adequate funds are allocated in the college operating budget to support achievement of approved program objectives and planned with instructor input. Effective use is made of outside funding sources. 39

Poor - Funds provided are seriously inadequate in relation to approved objectives for programs.

THE CAPITAL OUTLAY BUDGET FOR OCCUPATIONAL PROGRAMS:

- Is planned with instructor input. 64
- Supports program objectives adequately. 65
- Supports scheduled equipment replacement and repair. 66
- Provides for facilities refurbishing and modification. 67

40 PROMISIONS IN CAPITAL OUTLAY BUDGET

Excellent - Adequate funds are allocated in a planned effort to provide for needed new facilities and equipment and for equipment replacement, repair, and renovation, consistent with the objectives for occupational programs. Instructor input is part of the planning process. 40

Poor - Facilities and equipment needs in occupational programs are almost totally unmet in the capital outlay budget.

Office Use

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COPEs **CALIFORNIA COMMUNITY COLLEGES**

3

ADMINISTRATOR/COUNSELOR **APPRAISAL OF OCCUPATIONAL EDUCATION**

Please answer the following: (Use back of page and extra sheets if necessary).

1. What are the chief occupational education strengths of your college?

2. What are the needed major occupational education improvements, if any, of your college and what action is required to achieve these improvements?

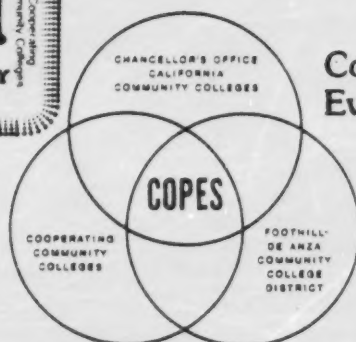
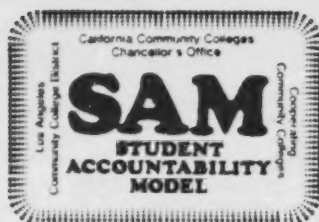
PLEASE IDENTIFY THE POSITION OF THE PERSON COMPLETING THIS FORM AND THE OCCUPATIONAL PROGRAM (such as registered nursing data processing, health occupations, business education).

PERSON COMPLETING FORM:

____Administrator

____Counselor

____Other_____ (Specify)



Community College Occupational Programs Evaluation & Reporting System

PART-TIME FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION

Consists of a short form of perceptions ratings on items important to occupational preparation of students and within the scope of familiarity of part-time instructors.

RESPONDENTS All, or a representative sample of part-time faculty, complete a Form 4. In the event there are sufficient numbers of part-time instructors to warrant sampling, guidelines are provided in the COPES Worksheets, Advance Planning. Instructor perceptions are based on their familiarity with their specific program. Forms are completed individually.

COPES

PARTICIPATION Part-time instructors selected for self-study participation are mailed a Form 4 with a cover letter (see COPES Guide, Appendix A-3) orienting them to COPES and a numbered return envelope for respondent control. A representative sample of part-time instructors is scheduled for a team interview in the event the college is selected for a validation visit. Instructors participate in review of the written report and the college Action Plan as determined by the college.

NUMBER OF FORMS SENT TO COPES SERVICE CENTER AND USE OF FORMS

Each completed Form 4 is returned in the numbered envelope provided to the college coordinator for forwarding to the COPES Service Center. Responses are tabulated by program area on the computer tabulation Form C (see COPES Guide, Appendix B) and made available to the college with the written report and to the site visit team in the event the college is selected for a validation visit. Information, without college identification, may be used in the preparation of a "state of the art" report for statewide use and to comply with federal reporting requirements.

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COPES

CALIFORNIA COMMUNITY COLLEGES

4

PART-TIME FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION

College _____

Program _____

DIRECTIONS ON RATING:

EXCELLENT means nearly ideal, top 5 to 10%

GOOD is a strong rating, top one-third

ACCEPTABLE is average, the middle-third

BELOW EXPECTATIONS is only fair, bottom one-third

POOR is seriously inadequate, bottom 5 to 10%

How would you rate the following:

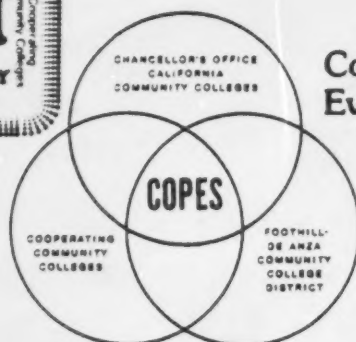
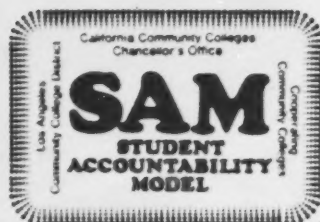
	Keypunch Instructions						
		1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1. On-the-job success of students trained in your program.	1						
2. College provision for training and upgrading employed personnel in your field.	2						
3. College response to changing technology and procedures in your field.	3						
4. Provision for program direction and coordination.	4						
5. Adequacy and relevance of equipment and facilities to the job situation.	5						
6. Adequacy and availability of instructional materials and library resources.	6						
7. Availability of related work experience (or clinical experience) for students in your program.	7						
8. College response to employer recommendations for program modification.	8						
9. Efforts to overcome sex stereotyping and discrimination in your program.	9						
10. College efforts to provide placement assistance to students.	10						
11. Effectiveness and availability of program and career counseling and guidance for students enrolled in your program.	11						

Office Use

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Community College Occupational Programs Evaluation & Reporting System

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION

Consists of a short form including various aspects of occupational education experiences and perceptions within the scope of familiarity of students. Items can be correlated with faculty, administrator and counselor perceptions.

RESPONDENTS Occupational education students in at least the second semester of their program. May be grouped into SAM (Student Accountability Model) B and C students. Form 5 is provided in two different colors to facilitate this process (green, Sam B and blue, Sam C). A representative sample of students complete Form 5. Placement of instruments is usually done by selecting classes that are representative of each program area. Sampling guidelines are included in the COPEs Worksheets, Advance Planning.

Forms are completed individually in class, sealed in the large envelope provided which is labeled with the course title, SAM classification and occupational program and returned to the college coordinator.

COPEs

PARTICIPATION Students in occupational classes selected for participation in the self-study are oriented to COPEs through a letter from the college president (see COPEs Guide, Appendix A-4) read to the class. Students may be informally interviewed by the site visit team in the event the college is selected for a validation visit. Results of the self-study may be abstracted by the college and made available to students.

NUMBER OF FORMS SENT TO COPEs SERVICE CENTER AND USE OF FORMS

Each completed Form 5 is collected in class, sealed in the envelope provided and returned to the college coordinator for forwarding to the COPEs Service Center. Responses are tabulated by program area on the computer tabulation Form D (See COPEs Guide, Appendix B) and made available to the college with the written report and to the site visit team in the event the college is selected for a validation visit. Information, without college identification, may be used in the preparation of a "state of the art" report for statewide use and to comply with federal reporting requirements.

COPEs

CALIFORNIA COMMUNITY COLLEGES

5

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION

College _____

Title of this course _____

Your college is studying its occupational education programs to learn how to make them better for present and future students. We are very interested in student views. Only students who are majoring in an occupational program (for example, registered nursing, automotive technology, secretarial science and other similar programs) should complete this form. You need not sign the form but we do need to know the name of your college and the occupational course you are taking.

INSTRUCTIONS: After *each item* below check YES, if in your experience it is most often the case or NO, if it is rarely or never so. Then, rate the item as follows:

EXCELLENT means nearly ideal, top 5 to 10%; GOOD is a strong rating, top one-third; ACCEPTABLE is average, the middle-third; BELOW EXPECTATIONS is only fair, bottom one-third; POOR is seriously inadequate, bottom 5 to 10%.

		CHECK ONE		RATING					
Key-punch Instructions		YES 7	NO 8	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
				1	2	3	4	5	
1. Courses in your occupational program are:									
• Available and conveniently located	1								
• Based on realistic prerequisites	2								
• Based on fair selection procedures	3								
2. Written course objectives:									
• Are available to students	4								
• Describe what you will learn in this course	5								
• Are used by the instructor to keep you aware of your class progress	6								
3. Teaching methods, procedures and course content:									
• Meet your occupational needs, interests and objectives	7								
• Provide practical application experience as a part of instruction	8								
4. Related courses (such as English, mathematics, science) are:									
• Coordinated with occupational instruction	9								
• Current and meaningful to you	10								
5. Work experience (or clinical experience) in your occupational program is:									
• Readily available at convenient locations	11								
• Readily available to both day and evening students	12								
• Coordinated with classroom instruction	13								
• Coordinated with employer supervision	14								
6. Economic instruction provided in your program has helped you:									
• Understand your responsibilities and rights as an employee	15								
• Evaluate job opportunities in relation to salary, benefits, conditions of employment	16								
• Understand the principles of business operation and the cost of doing business	17								

Over, please

		CHECK ONE		RATING						
	Key Punch Instructions	YES 7	NO 8	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	
7. Consumer education instruction provided in your program has helped you:										
• Learn to manage time and money	18									
• Become a wise shopper	19									
• Conduct personal business transactions	20									
• Manage the responsibilities of a job and home	21									
• Conserve energy and other natural resources	22									
8. Counseling and guidance services:										
• Meet your needs and interests	23									
• Help you plan your program	24									
• Help you make career decisions and choices	25									
• Are provided by knowledgeable, interested staff	26									
• Inform you of nontraditional occupational opportunities for both sexes	27									
9. Job success information on former students in your occupational program:										
• Is provided to help you make career decisions	28									
• Indicates how many job opportunities there are in your occupation	29									
• Identifies where these job opportunities are located	30									
• Tells about job advancement opportunities	31									
• Explains why former students succeeded or failed on the job	32									
10. Placement services:										
• Help you find employment opportunities	33									
• Are fair and equal for all students	34									
• Prepare you to apply for a job	35									
11. Special services (such as financial aid, tutorial, child care) are:										
• Available to meet your needs and interests	36									
• Staffed with knowledgeable and interested personnel	37									
12. Occupational teachers and aides:										
• Know the subject matter and industry requirements	38									
• Are available to provide help when you need it	39									
• Provide instruction so it is interesting and understandable	40									
13. Facilities and equipment for your occupational courses are:										
• Safe, functional and well-maintained	41									
• In sufficient quantity to avoid long delays in use	42									
• Current and representative of industry	43									
• Available on an equal basis for men and women	44									
14. Instructional materials (e.g., textbooks, reference books) for your occupational courses are:										
• Available and conveniently located for use as needed	45									
• Current and meaningful to the subject	46									
• Fair and objective and not biased toward "traditional" sex roles	47									

Office use:

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COPEs

CALIFORNIA COMMUNITY COLLEGES

5

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION

College _____

Title of this course _____

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INSTRUCTIONS: After *each item* below check YES, if in your experience it is most often the case or NO, if it is rarely or never so. Then, rate the item as follows:

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• Evaluate job opportunities in relation to salary, benefits, conditions of employment	16								
• Understand the principles of business operation and the cost of doing business	17								

Over, please

COPEs

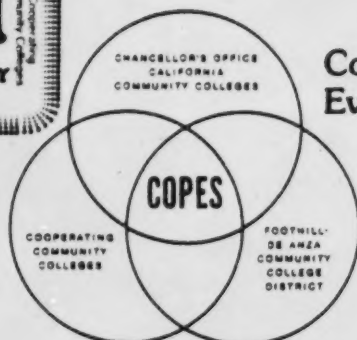
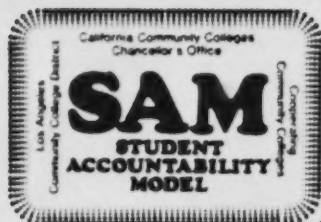
CALIFORNIA COMMUNITY COLLEGES

5

	Key punch Instructions	CHECK ONE		RATING					
		YES 7	NO 8	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know
7. Consumer education instruction provided in your program has helped you:									
• Learn to manage time and money	18								
• Become a wise shopper	19								
• Conduct personal business transactions	20								
• Manage the responsibilities of a job and home	21								
• Conserve energy and other natural resources	22								
8. Counseling and guidance services:									
• Meet your needs and interests	23								
• Help you plan your program	24								
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11. Special services (such as financial aid, tutorial, child care) are:									
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• In sufficient quantity to avoid long delays in use	42								
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• Available on an equal basis for men and women	44								
14. Instructional materials (e.g., textbooks, reference books) for your occupational courses are:									
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• Current and meaningful to the subject	46								
• Fair and objective and not biased toward "traditional" sex roles	47								

Office use:

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Community College Occupational Programs Evaluation & Reporting System

ADVISORY COMMITTEE PERCEPTIONS OF OCCUPATIONAL EDUCATION

Consists of a short form of perceptions ratings on items important to occupational preparation of students and within the scope of familiarity of advisory committee members and open end responses.

RESPONDENTS All, or a representative sample of occupational education advisory committee members complete a Form 6. In the event sampling is used, which may be the preferred method because of the difficulty in collecting advisory committee perceptions, sampling guidelines are included in the COPES Worksheets, Advance Planning. Forms are completed individually.

COPES PARTICIPATION Advisory committee members selected for self-study participation are mailed a Form 6 with a cover letter orienting them to COPES (see COPES Guide, Appendix A-5) and a numbered return envelope for respondent control. Advisory committee members may be informally interviewed by the site visit team in the event the college is selected for a validation visit. Results of the self-study may be abstracted and made available to advisory committee members by the college.

NUMBER OF FORMS SENT TO COPES SERVICE CENTER AND USE OF FORM Each completed Form 6 is returned in the numbered envelope provided to the college coordinator for forwarding to the COPES Service Center. Responses are tabulated by program area on the computer tabulation Form E (see COPES Guide, Appendix B) and made available to the college with the written report and to the site visit team in the event the college is selected for a validation visit. The open end responses are also provided to the team for review. Summary information of open end responses is provided to the college. Information, without college identification, may be used in the preparation of a "state of the art" report for statewide use and to comply with federal reporting requirement.

COPES

CALIFORNIA COMMUNITY COLLEGES

6

ADVISORY COMMITTEE PERCEPTIONS OF OCCUPATIONAL EDUCATION

College _____

Occupational Program _____

DIRECTIONS ON RATING:

EXCELLENT means nearly ideal, top 5 to 10%

GOOD is a strong rating, top one-third

ACCEPTABLE is average, the middle-third

BELOW EXPECTATIONS is only fair, bottom one-third

POOR is seriously inadequate, bottom 5 to 10%

How would you rate the following:

Keypunch Instructions	1	2	3	4	5	Don't Know
Poor						
Below Expectations						
Acceptable						
Good						
Excellent						

1. Student preparation for seeking employment (such as completion of application, presentation of self, interview conduct)	1					
2. Student technical preparation for entry-level employment (skills and knowledge)	2					
3. Student preparation on work habits and attitude	3					
4. Student orientation to high standards of work quality	4					
5. Success of students trained by the college in your field as compared with employees who have not had such training	5					
6. College efforts to collect information about on-the-job success and failure of former students	6					
7. College response to labor force and employment training needs of the community	7					
8. College provision for training and upgrading employed personnel in your field	8					
9. College response to changing technology and procedures in your field	9					
10. College response to emerging employment training opportunities	10					
11. Adequacy and relevance of equipment and facilities to the job situation	11					
12. Availability of related work experience (or clinical experience) for students training for employment in your field	12					
13. College coordination and supervision of work experience students	13					
14. College response to employer recommendations for program modification	14					
15. College efforts to overcome sex stereotyping and discrimination in your employment area	15					
16. College efforts to provide placement assistance to students	16					

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Please complete next page.

COPEs CALIFORNIA COMMUNITY COLLEGES

6

College _____

Specify Advisory Committee Program

How long have you been a
member of this committee? _____

How often does this
committee meet? _____

ADVISORY COMMITTEE PERCEPTIONS OF OCCUPATIONAL EDUCATION

Please answer the questions below.
(Use back of page and extra sheets if necessary).

1. In what ways has your advisory committee helped to improve the college's occupational education program(s) in your field(s) (such as assisting staff on curriculum development or revision, arranging field trips, identifying work experience and employment opportunities)?
2. What are the principal strengths of the college's occupational education program(s) in your field(s)?
3. What are the principal needs for improvement in the college's occupational education program(s) in your field(s)?
4. Have you participated in college sponsored workshops or other activities designed to alert the community to the problems of sex discrimination in the labor force? YES____ NO____
5. During the past year has your organization hired students from occupational programs of this community college? YES____ NO____
If yes, how many do you estimate were hired? _____
If no, please indicate why not _____

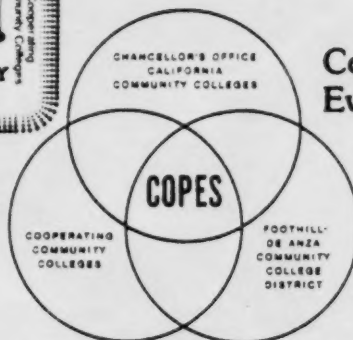
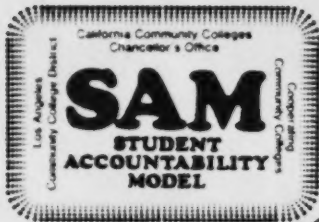
6. Does your organization plan to hire any community college occupational program students in the next year? YES____ NO____
If yes, please estimate how many:

Number

Job Title

Number	Job Title

DO NOT WRITE IN THIS SPACE



Community College Occupational Programs Evaluation & Reporting System

SUMMARY PROFILE BY SITE VISIT TEAM

Consists of Quantitative and Qualitative assessments of 40 program standards for occupational education and appended forms for special programs/services.

RESPONDENTS Site visit team completes consensus ratings on each item on the Form 7 and the CHE, SE, SP (Disadvantaged, Displaced Homemaker, Handicapped, Limited/Non-English Speaking) Form 7's. Perceptions apply to the overall system for occupational education at the college and validate the self-study. Comments about specific programs and special programs/services may be included if appropriate.

COPES

PARTICIPATION Site visit validation team members, carefully selected for their community college and occupational education expertise, are trained to apply the COPES process and are skilled in interviewing and analytical techniques. Team members spend up to three days at the college site, advance time preparing for the college visit and a half-day in training. Team members participate in the oral report to the college and in the development of the written report. Team members complete Feedback forms.

NUMBER OF FORMS SENT TO COPES SERVICE CENTER AND USE OF FORMS

At the end of the validation visit, one complete package of the Form 7 is forwarded to the COPES Service Center. The package includes the Form 7, CHE, SE and SP Form 7's and major strengths and critical needs for improvement that, in the judgement of the team, should be considered by the college. These along with the self-study computer tabulations are the basis for the written report to the college. Information, without college identification, may be used in the preparation of a "state of the art" report for statewide use and to comply with federal reporting requirements.

COPES
CALIFORNIA COMMUNITY COLLEGES

**SUMMARY PROFILE BY SITE-VISIT TEAM
APPRAISAL OF OCCUPATIONAL EDUCATION**

College _____

Date _____

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
1 None/Never
2 Less Than Half/Occasionally
3 Half/Occasionally
4 More Than Half/Often
5 All/Always
6 Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
1 Poor
2 Below Expectations
3 Acceptable
4 Good
5 Excellent
6 Don't Know

COMMENTS
(Please note explanatory remarks about your quantitative or qualitative evaluation)

7

PROGRAM STANDARDS

GOALS AND OBJECTIVES

WRITTEN GENERAL OCCUPATIONAL GOALS ARE:

- Understood and committed to by administrators, counselors and instructors 1
- Used as a basis for planning specific objectives for programs and services. 2

COLLEGE PLANNING FOR OCCUPATIONAL EDUCATION INCLUDES:

- Participation of administrators 3
- Participation of instructors, counselors and other support services personnel. 4
- Participation of students, advisory committees and the community. 5

THE COLLEGE PLAN FOR OCCUPATIONAL EDUCATION IS USED AS A BASIS FOR:

- Implementing specific programs. 6
- Evaluating specific programs. 7

WRITTEN PROGRAM OBJECTIVES ARE:

- On file for occupational programs and stated in measurable terms. 8
- Used to evaluate programs. 9

WRITTEN LEARNER PERFORMANCE OBJECTIVES ARE:

- On file for courses and stated in measurable terms. 10
- Available to students. 11
- Consistent with employment standards. 12
- Used to keep students aware of progress. 13

1 USE OF COLLEGE'S OCCUPATIONAL EDUCATION GOALS

Excellent - General occupational education goals, clearly stated in writing, are consistently used as a basis for planning specific objectives for occupational programs and services. 1

Poor - General goals are rarely considered in planning objectives for occupational programs and services.

2 PARTICIPATION IN DEVELOPMENT OF COLLEGE PLAN FOR OCCUPATIONAL EDUCATION

Excellent - Almost all administrators and/or other supervisory personnel are involved in developing and revising the college plan for occupational education. Provision is also made for input from instructors and from counselors where appropriate. 2

Poor - Development of the plan is essentially the work of one or two persons in the district or college.

3 CONCURRENCE OF PROGRAM ACTIVITIES WITH COLLEGE PLAN FOR OCCUPATIONAL EDUCATION

Excellent - Goals and relevant objectives stated in the college plan for occupational education are consistently used as a basis for development and evaluation of occupational program. 3

Poor - There is little relationship between plan and practice.

4 USE OF MEASURABLE PROGRAM OBJECTIVES

Excellent - Evaluation of programs is based on written objectives stated in measurable terms (such as planned enrollments, completions, placements). 4

Poor - No written objectives stated in measurable terms exist for occupational programs.

5 USE OF MEASURABLE LEARNER PERFORMANCE OBJECTIVES

Excellent - Learner performance objectives, stated in writing and in measurable terms, are used to evaluate student progress in almost all courses in occupational programs. Learner objectives are based on employment standards. 5

Poor - No course in any occupational program has written learner performance objectives stated in measurable terms.

COPEs CALIFORNIA COMMUNITY COLLEGES

SUMMARY PROFILE BY SITE-VISIT TEAM APPRAISAL OF OCCUPATIONAL EDUCATION

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
1 None/Never
2 Less Than Half/Occasionally
3 More Than Half/Often
4 All/Always
5 Don't Know
6

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

PROGRAM STANDARDS

QUALITATIVE RATINGS

Keypunch Instructions
1 Poor
2 Below Expectations
3 Acceptable
4 Good
5 Excellent
6 Don't Know

COMMENTS
(Please note explanatory remarks about your quantitative or qualitative evaluations)

7

DATA ON LABOR MARKET NEEDS ARE:

- Kept current for all programs using a variety of sources. 14

- Used in planning and evaluating programs. 15

DATA ON COMMUNITY POPULATION NEEDS FOR TRAINING, RETRAINING AND UPGRADING JOB SKILLS ARE:

- Kept current for programs. 16

- Used in planning and evaluating programs. 17

- Used in scheduling and locating programs. 18

DATA ON JOB PERFORMANCE REQUIREMENTS AND TRENDS ARE:

- Kept current for programs. 19

- Used to develop and evaluate programs. 20

- Used to plan and evaluate course content. 21

PROFESSION/INDUSTRY STANDARDS ARE:

- Used as a basis for planning and evaluating programs. 22

- Used as a basis for planning and evaluating course content and instructional approaches. 23

FOLLOW-UP DATA ON COMPLETERS AND LEAVERS ARE:

- Current and relevant for programs. 24

- Available in usable form for instructors. 25

- Used for planning and evaluating programs. 26

6 USE OF INFORMATION ON LABOR MARKET NEEDS

Excellent - Current data on labor market needs and emerging trends in job openings are systematically used in development and evaluation of occupational programs. 6

Poor - Labor market data has not been collected for use in planning or evaluation.

7 USE OF INFORMATION ON COMMUNITY OCCUPATIONAL TRAINING NEEDS

Excellent - Current data on community occupational education needs for training, retraining, upgrading are systematically used in the development and evaluation of programs. 7

Poor - Community needs information has not been collected for use in planning or evaluation.

8 USE OF INFORMATION ON JOB PERFORMANCE REQUIREMENTS

Excellent - Current data on job performance requirements and trends are systematically used in the development and evaluation of programs and content of courses. 8

Poor - Job performance requirements information has not been collected for use in planning or evaluation.

9 USE OF PROFESSION/INDUSTRY STANDARDS

Excellent - Profession/industry standards (such as licensure, accreditation) are consistently used in planning and evaluation of programs and content of courses. 9

Poor - Little or no recognition is given to specific profession/industry standards in planning and evaluation of programs.

10 USE OF STUDENT FOLLOW-UP INFORMATION

Excellent - Current follow-up data on completers and leavers (students with marketable skills) are consistently and systematically used in the evaluation of programs. 10

Poor - Student follow-up information has not been collected for use in evaluation of this program.

COPES
CALIFORNIA COMMUNITY COLLEGES

**SUMMARY PROFILE BY SITE-VISIT TEAM
APPRAISAL OF OCCUPATIONAL EDUCATION**

Quantitative assessments are your evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
1 None/Instructions
2 None/Never
3 Less Than Half/Occasionally
4 Half/Seldom
5 More Than Half/Often
6 All/Always
7 Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor is one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
1 Poor
2 Below Expectations
3 Acceptable
4 Good
5 Excellent
6 Don't Know

COMMENTS
(Please write explanatory remarks about your quantitative or qualitative evaluations)

7

PROCESSES

INSTRUCTIONAL APPROACHES ARE ADAPTED TO:

- Recognize occupational objectives of students. 27
- Meet individual needs of students. 28
- Provide learning assistance for students with special needs. 29
- Provide hands on, job-related experiences. 30

APPLICABLE MAJOR RELATED COURSES ARE:

- Closely coordinated with occupational programs. 31
- Relevant and current to needs of students in occupational programs. 32

CLOSE COORDINATION AND LIAISON ARE MAINTAINED WITH:

- Educational institutions offering occupational programs (such as high schools, ROC/Ps, community colleges). 33
- Community agencies involved with occupational education (such as CETA, RAVE Council). 34

RELATED WORK EXPERIENCE OR EQUIVALENT CLINICAL EXPERIENCE IS:

- Available at convenient locations to all students, day and evening, enrolled in occupational programs. 35
- Coordinated with classroom instruction. 36
- Coordinated with employer supervision. 37

PROCESSES

11 ADAPTATION OF INSTRUCTIONAL APPROACHES

Excellent - Instructional approaches in all courses recognize and respond to individual student differences (through such means as programmed learning, self-paced and small-group instruction, and bilingual assistance). 11

Poor - Instructional approaches in occupational programs do not consider individual student differences.

12 RELEVANCE OF MAJOR - RELATED COURSES

Excellent - Applicable major-related courses (such as anatomy and physiology, business and technical mathematics) are closely coordinated with occupational programs and are kept relevant and current to the needs of students. 12

Poor - Major-related course content reflects no planned approach to meeting needs of students in occupational programs.

13 COORDINATION WITH OTHER COMMUNITY AGENCIES AND PROGRAMS

Excellent - Effective liaison is maintained with other programs and educational agencies (such as high schools, other community colleges, regional occupational programs and centers, CETA, RAVEC) to assure a coordinated approach and avoid duplication in meeting occupational needs of the area or community. 13

Poor - College activities reflect a disinterest in coordination with other community programs and agencies having impact on occupational programs.

14 PROMOTION FOR WORK EXPERIENCE

Excellent - Ample opportunities are provided wherever feasible for related work experience or equivalent clinical experience for students in occupation programs. Student participation is well coordinated with classroom instruction and employer supervision. 14

Poor - Few opportunities are provided in occupational programs for related work experience or equivalent clinical experience where such participation is feasible.

COPES CALIFORNIA COMMUNITY COLLEGES

SUMMARY PROFILE BY SITE-VISIT TEAM APPRAISAL OF OCCUPATIONAL EDUCATION

Quantitative assessments are your evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

1	2	3	4	5	6
Keypunch Instructions	None/Newer	Less Than Half/Occasionally	Half/Seldom	More Than Half/Often	All/Always
					Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

1	2	3	4	5	6
Keypunch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent
					Don't Know

COMMENTS
(Please note explanatory remarks about your quantitative or qualitative evaluations)

7

PROGRAM STANDARDS

SPECIAL SERVICES FOR DISADVANTAGED STUDENTS ARE:

- Readily available to all students needing such assistance. 38
- Coordinated by qualified staff. 39
- Coordinated with occupational instruction. 40

15 SPECIAL PROVISIONS FOR THE DISADVANTAGED

Excellent - Special services and qualified staff are provided by the college for students with academic, socioeconomic, cultural, and related disadvantages such as limited or non-English speaking. Services are readily available to students in occupational programs and are coordinated with occupational instruction. 15

Poor - Almost no special services for the disadvantaged are provided.

SPECIAL SERVICES FOR HANDICAPPED STUDENTS ARE:

- Readily available to all students needing such assistance. 41
- Coordinated by qualified staff. 42
- Coordinated with occupational instruction. 43
- Planned to include modification and adaptation of facilities and equipment where needed. 44

16 SPECIAL PROVISIONS FOR THE HANDICAPPED

Excellent - Special services and qualified staff are provided by the college for students with physical, mental, emotional, and other health-impairing handicaps. Services are readily available to students in occupational programs and are coordinated with occupational instruction. Program facilities and equipment are adapted to meet student needs. 16

Poor - Special services for the handicapped, as well as facility and equipment modifications, are almost nonexistent.

SPECIAL SERVICES FOR THE REENTRY STUDENT OR DISPLACED HOMEMAKER ARE:

- Readily available to all students and potential students needing such assistance. 45
- Available to assist with the transition/adjustment to the college scene. 46
- Coordinated by qualified staff. 47
- Coordinated with occupational instruction. 48

17 SPECIAL PROVISIONS FOR THE REENTRY STUDENT OR DISPLACED HOMEMAKER

Excellent - Support services, remedial programs and qualified staff are provided by the college to help reentry students (such as displaced homemaker) succeed in occupational programs. Services are readily available to students and are coordinated with occupational instruction. 17

Poor - Almost no special services are provided or attention is given by the college to these students.

ADDITIONAL SERVICES FOR STUDENTS WITH SPECIAL NEEDS ARE EVALUATED THROUGH:

- Monitoring the progress of these students enrolled in regular occupational classes/programs. 49
- Assessing program/services accomplishments in relation to planned objectives. 50
- Follow-up studies to determine employment success of these students. 51

18 RESULTS OF ADDITIONAL SERVICES FOR SPECIAL POPULATIONS

Excellent - Additional services provided to students with special needs (such as disadvantaged, handicapped, limited and non-English speaking, displaced homemaker) are evaluated on a continuing basis in relation to student progress, actual results compared to planned objectives, and employment success of former students. Evaluation results are documented and used in planning special programs/services. 18

Poor - Little or no effort is made to measure the results of additional services provided to special populations.

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CALIFORNIA COMMUNITY COLLEGES

SUMMARY PROFILE BY SITE-VISIT TEAM
APPRAISAL OF OCCUPATIONAL EDUCATION

Quantitative assessments are your evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
1 None/Never
2 Less Than Half/Occasionally
3 More Than Half/Often
4 All/Always
5 Don't Know
6

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
1 Poor
2 Below Expectations
3 Acceptable
4 Good
5 Excellent
6 Don't Know

COMMENTS
(Please note explanatory remarks about your quantitative or qualitative evaluations)

7

PROGRAM STANDARDS													
EMPHASIS ON OVERCOMING SEX BIAS, DISCRIMINATION AND STEREOTYPING IS GIVEN TO:							19 EFFORTS TO ACHIEVE SEX EQUITY						
• Program enrollments, recruitment and admission policies.	52						Excellent - Emphasis is given to eliminating sex bias and sex stereotyping in programs: staffing, student recruitment, counseling and guidance, access to and acceptance in programs, selection of curricular materials, instruction, job development, and placement. Poor - Almost no attention is directed toward achieving sex equity in occupational programs.						
• Course and program content and teaching methods.	53												
• Selection of curricular materials	54												
• Job development and placement	55												
• Student counseling and guidance	56												
• Staff recruitment, selection and promotion.	57												
COUNSELING AND GUIDANCE SERVICES ARE:							20 EMPHASIS ON COUNSELING AND GUIDANCE						
• Available and accessible for day students.	58						Excellent - The college provides an adequate number of personnel to assure that day, evening and weekend students in occupational programs have ready access to career counseling and guidance and program advisement. Counseling staff have current knowledge related to programs and use a variety of resources (such as teachers, printed materials, audiovisuals) to meet individual student interests. Poor - Counseling staff are insufficient in number, and most have little proficiency in counseling related to occupational programs. Counseling services are available during limited hours of the day and week.						
• Available and accessible for evening students.	59												
• Available at satellite and outreach centers.	60												
• Keyed to student career and program interests and needs.	61												
• Informing students of nontraditional job opportunities for both sexes.	62												
• Provided by qualified and knowledgeable staff.	63												
• Using a variety of resources that are relevant to student needs and specific occupational programs.	64												
OCCUPATIONAL PROGRAMS INCLUDE ECONOMIC INSTRUCTION WHICH HELPS STUDENTS							21 EMPHASIS ON ECONOMIC INSTRUCTION						
• Understand employee responsibilities and rights.	65						Excellent - Occupational programs include economic information which is valuable to students as employees (on such topics as employment opportunities, starting salary, benefits, chances for advancement, cost of doing business, responsibilities and rights). Poor - Almost no emphasis is placed on providing economic instruction important to students as employees.						
• Evaluate job opportunities in relation to salary, benefits and conditions of employment.	66												
• Understand the principles of business operation and cost of doing business.	67												

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COPEs **CALIFORNIA COMMUNITY COLLEGES**

SUMMARY PROFILE BY SITE-VISIT TEAM **APPRAISAL OF OCCUPATIONAL EDUCATION**

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Key punch Instructions	1	2	3	4	5	6
None/Never						
Less Than Half/Seldom						
Half/Occasionally						
More Than Half/Often						
All/Always						
Don't Know						

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

QUALITATIVE RATINGS

Key punch Instructions	1	2	3	4	5	6
Poor						
Below Expectations						
Acceptable						
Good						
Excellent						
Don't Know						

COMMENTS
(Please note explanatory remarks about your quantitative or qualitative evaluations)

PROGRAM STANDARDS

OCCUPATIONAL PROGRAMS INCLUDES CONSUMER EDUCATION WHICH HELPS STUDENTS:

- Manage time and money. 1
- Become a wise shopper. 2
- Conduct personal business transactions. 3
- Manage the combined responsibilities of a job and a home. 4
- Conserve energy and other natural resources. 5

22 EMPHASIS ON CONSUMER EDUCATION

Excellent - Occupational programs provide economic information which is valuable to students as consumers (on such topics as personal and family budgets, personal finances, buying, utilization and conservation of natural resources). 22

Poor - Almost no emphasis is placed on providing instruction important to students as consumers.

PLACEMENT OF OCCUPATIONAL STUDENTS:

- Is a planned, coordinated system. 6
- Identifies employment opportunities for all students. 7
- Helps students with marketable skills find employment. 8

23 COORDINATION OF PLACEMENT OF OCCUPATIONAL EDUCATION STUDENTS

Excellent - The college has an effectively functioning system for locating jobs and coordinating placement for students completing occupational education programs. 23

Poor - The college has no system or an ineffective system for locating jobs and coordinating placement for occupational students.

PROGRAM COMPLETERS AND LEAVERS DESIRING EMPLOYMENT ARE:

- Prepared to apply for a job. 9
- Treated fairly and equally. 10
- Placed within a reasonable period of time in a job for which trained or one closely related. 11

24 PLACEMENT EFFECTIVENESS FOR STUDENTS TRAINED WITH MARKETABLE SKILLS

Excellent - Program completers and leavers (students with marketable skills) desiring employment are employed within a reasonable period of time in their field of preparation or a closely related field. 24

Poor - Few students completing occupational programs and desiring employment are placed in their field of preparation or a closely related field.

SUCCESS AND FAILURE OF PROGRAM COMPLETERS AND LEAVERS ARE:

- Assessed through periodic SAM (Student Accountability Model) follow up studies. 12
- Made available to instructors, counselors and advisory committee members. 13
- Made available to help students make career decisions. 14
- Used to modify occupational programs and courses. 15

25 STUDENT FOLLOW-UP SYSTEM

Excellent - Success and failure of program completers and leavers are assessed through periodic SAM (Student Accountability Model) follow-up studies which include participation of instructors. Information learned is made available to students, advisory committee members and others concerned (such as counselors) and is reflected in modification of occupational programs. 25

Poor - No effort is made to follow up former students of occupational programs.

SUMMARY PROFILE BY SITE-VISIT TEAM APPRAISAL OF OCCUPATIONAL EDUCATION

Quantitative assessments are your evaluations of actual performance levels achieved.

	Key	punch Instructions
1	None/Never	
2	Less Than Half/Seldom	
3	Half/Occasionally	
4	More Than Half/Often	
5	All/Always	
6	Don't Know	

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

1	2	3	4	5	6
Key Punch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent
Don't Know					

COMMENTS
(Please note
explanatory remarks
about your quantitative
or qualitative
evaluations)

7

[illegible]

COPEs **CALIFORNIA COMMUNITY COLLEGES**

SUMMARY PROFILE BY SITE-VISIT TEAM **APPRAISAL OF OCCUPATIONAL EDUCATION**

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
1 None/Never
2 Less Than Half/Seldom
3 Half/Occasionally
4 More Than Half/Often
5 All/Always
6 Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
1 Poor
2 Below Expectations
3 Acceptable
4 Good
5 Excellent
6 Don't Know

COMMENTS
(Please note explanatory remarks about your quantitative or qualitative evaluations)

7

		PROGRAM STANDARDS													
		1	2	3	4	5	6	1	2	3	4	5	6		
THE NUMBER OF INSTRUCTORS IS ADEQUATE FOR TEACHERS TO:															
• Meet individual student needs.	29														
• Provide liaison with advisory committees.	30														
• Assist with student advisement, placement and follow up.	31														
• Maintain ongoing contacts with employers and potential employers.	32														
THE INSTRUCTIONAL STAFF, FULL AND PART TIME, IS QUALIFIED BY:															
• Two or more years of relevant employment experience.	33														
• Inservice training and/or experience appropriate to the teaching assignment.	34														
• Teaching competence as evidenced by peer, student and/or administrative judgment.	35														
THE COLLEGE ENCOURAGES AND SUPPORTS INSERVICE OPPORTUNITIES THROUGH:															
• Allocating funds for instructor participation.	36														
• Making time available for instructor participation.	37														
• Assessing inservice growth in teacher evaluations.	38														
SUPPORT STAFF ARE UTILIZED IN OCCUPATIONAL PROGRAMS TO PROVIDE:															
• Office and clerical assistance.	39														
• Classroom help to students.	40														
• Instructional assistance for teachers.	41														

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CALIFORNIA COMMUNITY COLLEGES

**SUMMARY PROFILE BY SITE-VISIT TEAM
APPRAISAL OF OCCUPATIONAL EDUCATION**

Quantitative assessments are your evaluations of actual performance levels achieved

QUANTITATIVE ASSESSMENTS

Keypunch Instructions
1 None/Never
2 Less Than Half/Seldom
3 Half/Occasionally
4 More Than Half/Often
5 All/Always
6 Don't Know

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with those two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions
1 Poor
2 Below Expectations
3 Acceptable
4 Good
5 Excellent
6 Don't Know

COMMENTS
(Please note explanatory remarks about your quantitative or qualitative evaluations)

7

PROGRAM STANDARDS

EQUIPMENT USED ON CAMPUS OR OFF CAMPUS FOR OCCUPATIONAL PROGRAMS IS:

- Representative of that used in jobs for which students are being trained. 42
- Safe, functional and well maintained. 43
- In sufficient supply to service the needs of students. 44

34 ADEQUACY AND AVAILABILITY OF INSTRUCTIONAL EQUIPMENT

Excellent - Equipment used on or off campus for occupational programs is representative of that used in jobs for which students are being trained, current, operational, sufficient in amount and safe. 34
Poor - Equipment for programs is generally outmoded or in unsatisfactory condition.

INSTRUCTIONAL FACILITIES (EXCLUDING EQUIPMENT) USED FOR OCCUPATIONAL PROGRAMS:

- Are functional for programs. 45
- Meet the needs of students. 46
- Are flexible and adaptable to changing instructional approaches and special student requirements. 47
- Meet safety standards. 48

35 ADEQUACY OF INSTRUCTIONAL FACILITIES

Excellent - Instructional facilities (excluding equipment) for occupational education meet the program and student needs, are functional, provide maximum flexibility and safe working conditions. 35
Poor - Facilities for occupational programs generally are restrictive, disfunctional, or overcrowded.

SCHEDULING OF FACILITIES AND EQUIPMENT FOR OCCUPATIONAL PROGRAMS:

- Is planned for optimum use. 49
- Supports quality instruction. 50

36 USE OF INSTRUCTIONAL FACILITIES AND EQUIPMENT

Excellent - Scheduling of facilities and equipment for programs on campus or off is planned to maximize use and be consistent with quality instruction. 36
Poor - Facilities and equipment for programs are significantly under or over-scheduled.

INSTRUCTIONAL MATERIALS AND LIBRARY RESOURCES ARE:

- Sufficient in quantity for enrolled students' use. 51
- Current and relevant to the occupation. 52
- Varied. 53
- Available and accessible to students. 54
- Selected to avoid sex bias, stereotyping and discrimination. 55

37 ADEQUACY AND AVAILABILITY OF INSTRUCTIONAL MATERIALS AND LIBRARY RESOURCES

Excellent - Instructional materials (such as textbooks, reference books, visual aids, mock-ups) are sufficient in quantity, current, relevant to program and student needs, varied, conveniently located for maximum student use and avoid sex bias and stereotyping. 37
Poor - Materials in occupational programs are generally outdated, limited to basic textbooks, lack relevance to program and student needs, and include sex bias.

COPEs CALIFORNIA COMMUNITY COLLEGES

SUMMARY PROFILE BY SITE-VISIT TEAM APPRAISAL OF OCCUPATIONAL EDUCATION

Quantitative assessments are your evaluations of actual performance levels achieved.

QUANTITATIVE ASSESSMENTS

Keypunch Instructions					
1	2	3	4	5	6
None/Never	Less Than Half/Occasionally	More Than Half/Often	All/Always	Don't Know	

Qualitative ratings are your perceptions of how effective the college or your program performance is on each standard. Criteria for EXCELLENT and POOR ratings are provided for each standard. Excellent is a nearly ideal or exemplary situation; poor, one of serious inadequacy. Intermediate ratings (good, acceptable, below expectations) may be assigned with these two extremes in mind.

QUALITATIVE RATINGS

Keypunch Instructions					
1	2	3	4	5	6
Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know

COMMENTS
(Please note explanatory remarks about your quantitative or qualitative evaluations)

7

OCCUPATIONAL EDUCATION ADVISORY COMMITTEES

- Are representative of the occupation for which training is provided. 56
- Provide input on course content, program modification, instructional materials and equipment, student employability, and placement. 57
- Meet at least annually. 58
- Extend the programs into community. 59

38 USE OF ADVISORY COMMITTEES

Excellent - The advisory committees for occupational programs are representative of the occupation and are actively used by college staff in pertinent activities (such as community needs analysis, program promotion). Committees meet at least annually. 38

Poor - Advisory committee members generally do not have sufficient scope or recency of relevant experience. Committee members are relegated largely to a passive role.

THE OPERATING BUDGET FOR OCCUPATIONAL PROGRAMS

- Is planned with instructor input. 60
- Is adequate for achieving program objectives. 61
- Makes effective use of outside funding. 62
- Is based on program priorities. 63

39 PROVISIONS IN CURRENT OPERATING BUDGET

Excellent - Adequate funds are allocated in the college operating budget to support achievement of approved program objectives and planned with instructor input. Effective use is made of outside funding sources. 39

Poor - Funds provided are seriously inadequate in relation to approved objectives for programs.

THE CAPITAL OUTLAY BUDGET FOR OCCUPATIONAL PROGRAMS

- Is planned with instructor input. 64
- Supports program objectives adequately. 65
- Supports scheduled equipment replacement and repair. 66
- Provides for facilities refurbishing and modification. 67

40 PROVISIONS IN CAPITAL OUTLAY BUDGET

Excellent - Adequate funds are allocated in a planned effort to provide for needed new facilities and equipment and for equipment replacement, repair, and renovation, consistent with the objectives for occupational programs. Instructor input is part of the planning process. 40

Poor - Facilities and equipment needs in occupational programs are almost totally unmet in the capital outlay budget.

Office Use

--	--	--	--	--	--	--	--

PLANNING MATERIALS FOR COPES SELF-STUDY AND VALIDATION

OBJECTIVES AND ACTIVITIES FOR ALL PHASES

(goldenrod) Advance Planning - To develop plans, in as much detail as feasible, for all self-study phases, including (a) orientation, (b) self-study activities prior to and following orientation, (c) site visit by the COPES self-study validation team (if applicable) and (d) post site visit activities.

- Worksheets
- 1). Schedule and Coordinating Staff for Self-Study.
 - 2). College Self-Study and Validation Planning Sheets and COPES Forms Order Sheet.
 - 3). Suggested Sampling Procedures for COPES Self-Study

(pink) Pre-Orienta-
tion

- 1). To complete logistics for initiating self-study involvement.
- 2). To schedule COPES representative's orientation day.

- Worksheets
- 1). Sample Control Sheet

(tan) Orientation
Day and
Completion
of Perceptions
Instruments

- 1). To initiate involvement of college respondent groups in self-study.
- 2). To acquaint full-time professional respondents with COPES (what it is, what it is not, what it does).
- 3). To collect and process perceptions instruments of participating respondents.

- Worksheets
- 1). Orientation Meeting Agenda.
 - 2). Handout "COPES Is: COPES Is Not"

(white) Pre-Site
Visit

- 1). To complete all arrangements and schedules for the validation site visit.

- Worksheets
- 1). Arrangements check-off list.
 - 2). COPES Detailed Validation Site Visit Schedule

(salmon) Site Visit

- 1). To validate college self-study.
- 2). To report self-study results and team consensus to professional participants at the college and to review with them the role of COPES in the self-study process.

(blue) Post Site
Visit

- 1). To improve occupational education, if needed, as a result of the self-study.
- 2). To improve COPES, if indicated, as a result of suggestions from college and team participants.

ADVANCE PLANNING

Objective

To develop plans, in as much detail as feasible, for all self-study phases, including (a) orientation, (b) self-study activities prior to and following orientation, (c) site visit by the COPES self-study validation team (if applicable); and (d) post site visit activities.

- _____ 1. Review COPES Guides and instrumentation and COPES portion of training manual, COPES SAM and You.
- _____ 2. Review COPES Self-Study steps and activities and responsibilities for each phase of the process.
- _____ 3. Establish target dates for all self-study steps and name Self-Study Committee.
- _____ 4. Identify groups to participate in overall self-study and approximate numbers in each group.
- _____ 5. Review sampling procedures, determine sampling requirements, and specify the number of each appraisal instrument required. Complete the COPES forms order sheet.
- _____ 6. Determine schedules and control systems for distribution, return, and follow-up of perceptions instruments. (see pre-orientation).
- _____ 7. Review procedures and forms to be used in all self-study phases and determine any modifications that may be required. (see pre-orientation and instrumentation).
- _____ 8. Discuss Form 1, Part A in detail. (see instrumentation).
- _____ 9. Review arrangements check-off list (if applicable) (see pre-site visit).
- _____ 10. Review detailed site visit schedule, including times, interviewer/interviewee ratios, sampling of interviewees if indicated, and team special assignments. (see pre-site visit).
- _____ 11. Review size and composition requirements of site visit team.
- _____ 12. Develop tentative schedule for COPES representative's orientation day and determine his or her transportation and lodging requirements.

SCHEDULE AND COORDINATING STAFF FOR COPES SELF-STUDY

STEPS*	ACTION	DATE(S)
1	Chancellor's Office contacts upcoming year's representative.	Spring
2	College assigns self-study coordinator and committee	
3	COPES Service Center appoints panel of COPES chairpersons and consultants.	Spring
4	Advance planning with college.	
5	COPES Service Center identifies panel of validation team members.	Fall
6	Orientation visit to college	
7	Completion of self-study instruments	
8	Chancellor's Office determines Group A and B colleges, site visit dates, site visit chairpersons and consultants.	
9	COPES Service Center appoints validation team members.	
10	College completes validation visit schedule and sends to COPES Service Center.	
11	Validation Team visits college.	
12	COPES Service Center sends written report to college.	
13	College completes action plan.	
14	College self-study participants complete feedback forms.	
15	COPES representative revisits college.	

* From COPES Guide

Group A colleges only

	Name	Telephone No.
COPES Orientation Representative		
COPES Validation Team Chairperson or Consultant		
College Self-Study Coordinator		
College Logistical Assistant		
Self-Study Committee		

College Address:

Chairperson's or Consultant's address:

COPES Service Center

Dr. William Morris
Chancellor's Office
California Community Colleges
1238 "S" Street
Sacramento, CA 95814

(916) 445-0486

COLLEGE SELF-STUDY AND VALIDATION PLANNING SHEET
AND COPES FORMS ORDER SHEET

For: _____ Fall Enrollment: _____ Day _____
Date: _____ Evening _____

Form	Respondent(s)	Number	Planned** Number of Respondents	Planned** Number of Interviews	Number of Forms Required
1 Parts A & B	President*	1	1	1	3
CHE-1	President*				
SE-1	President*				
SP-1: Disad- vantaged	President*				
Displaced Homemaker	President*				
Handi- capped	President*				
Limited/ Non- English Speaking	President*				
2	Full-Time Occ. Faculty Div. & Dept. Chairs				
	Instructors				
	Number of 6 Digit Programs				
3	Generalists Administrators				
	Counselors				
	Other				
4	Part-time Occupa- tional Faculty				
5	Occupational Students Blue Form***			****	
	Green Form***			****	
6	Advisory Committees			****	

* Is signed by President. May be completed by designate(s).

** Where number in column is smaller than that number in previous column, sampling will be required. See sampling information.

***Color coded to separate SAM B (green) and SAM C (blue) students, if desired.

****Will be interviewed informally. No planned schedule needed.

1. All persons receiving Form 1, 2, or 3 should have received a formal orientation to COPES by COPES representative or college designate.
2. All persons scheduled for site visit interview should have completed Form 1, 2, 3 or 4.

Schedule on Forms:

COPES shipment date to college _____ Mode _____

College shipment date to COPES _____ Mode _____

Nearest Greyhound express office _____

When completed, mail one copy of this sheet to:

COPES Service Center, Chancellor's Office
California Community Colleges
1238 "S" Street, Sacramento, CA 95814

SUGGESTED SAMPLING PROCEDURES FOR COPES SELF-STUDY

When Sampling Is Needed

Sampling should be used only when it appears to be the most practical approach for the college self-study.

In no case is it advisable to resort to sampling in groups of 100 persons or fewer. Therefore, if the number of the college's part-time faculty in occupational education is 100 or fewer, all should participate. The same should apply to advisory committee members.

If the number of part-time faculty appreciably exceeds 100, a sample should be drawn. The same applies to the total number of members in the advisory committee group. In these instances, it is much sounder to utilize sampling and work for a 100% response than to over-extend by distributing the instruments in such wholesale quantity that comprehensive follow-up becomes impossible.

With students, however, all should participate if the group total is 500 or fewer, since the COPES Service Center can accommodate that volume of student response.

If the number of students exceeds 500, a sample should be drawn.

Where these conditions apply, the method of sampling to be adopted for each group will have been agreed upon during the advance planning meeting with the COPES Service Center representatives. In many cases, the most likely method will be stratified random sampling. This method is particularly suitable when members of a group fall into certain significantly different strata, and this is the case with all three groups under discussion here. Continuing education faculty can be stratified by teaching fields, students by the programs they are enrolled in, and advisory committee members by their specialized areas.

Stratified random sampling will be the method most commonly employed. Sampling procedures are covered in the SAM Operations Manual, Appendix B, Page 85-88.

Drawing a Stratified Random Sample

At a few colleges, the number of part-time teachers in most of the specialized occupational fields (e.g., secretarial science, drafting) may be sufficient to warrant stratification in terms of fields. At other colleges, it may prove more reasonable to stratify by occupational clusters, by departments, or divisions (e.g., business education, technology).

At most colleges, the number of members of occupational education advisory committees will be sufficient for stratification by committee.

over, please

At some colleges, the number of students who have completed at least one term of classes in each program (e.g., aeronautics, cosmetology) may be sufficient to warrant stratification in terms of programs. At other colleges, the best choice may be to stratify by occupational program area (U.S.O. E. Code 2 digit).

A defensible procedure for sampling students is

1. Determine the number of students in your universe (e.g., total number of full-time students in occupational education — or, if feasible, in second semester courses or beyond).
2. By cluster, division, or department, figure the percentage of the universe in that unit and the number of classes to be included in the sample.
3. List the pertinent classes in which these students are enrolled.
4. Using skip numbers within each cluster, division, or department, identify the classes to be sampled. The assumption is that occupational classes are about the same size. If a class is small (e.g., under 15) or large (e.g., over 30), technically an adjustment should be made to assure that the number of respondents from a cluster, division, or department is representative.

In all sampling the key principle is that: the sample must represent a defensible cross section of the universe —unbiased by the selection procedures.

PRE-ORIENTATION

OBJECTIVES

1. To complete logistics for initiating self-study involvement.
2. To schedule COPES representative's orientation day.

ACTIVITIES

COLLEGE COORDINATOR does the following:

- ____ 1. Identifies individual respondents and student groups participating in self-study—including special programs/services.
- ____ 2. Schedules the distribution, return, and follow-up of perceptions instruments, and establishes control system.
- ____ 3. Distributes perceptions instruments to advisory committee respondents, typically by mail. (For letter, see COPES Guide, Appendix A-5).
- ____ 4. Schedules attendance of professionals (completing forms 1, 2, and 3) at orientation meeting(s).
- ____ 5. Schedules orientation day of COPES representative, including conference with college president (or equivalent). If needed, arranges for his or her lodging and transportation.
- ____ 6. Arranges detailed logistics for orientation meetings (such as rooms, writing surfaces if indicated).
- ____ 7. Communicates college's participation in COPES self-study to all who need to know (such as all college staff, community press—see Appendixes A-1 and A-2.)

COPES Service Center does the following:

- ____ 1. Ships perceptions instruments to college self-study coordinator.
- ____ 2. Provides name and contact information for COPES representative available to assist with orientation and self-study planning.

SAMPLE CONTROL SHEET
MAY BE ADAPTED BY COLLEGE

Respondents are:

Date:

[illegible]

* If applicable. Note: Orientation refers to presentation and discussion.

** To be completed only by persons returning Form 1, 2 or 3.

ORIENTATION DAY AND COMPLETION OF PERCEPTIONS INSTRUMENTS

OBJECTIVES

1. To initiate involvement of college respondent groups in self-study.
2. To acquaint full-time professional respondents with COPES (what it is, what it is not, what it does).
3. To collect and process perceptions instruments of participating respondents.

ACTIVITIES

COPES Representative does the following:

- _____ 1. Meets with full-time professional COPES respondents, and, if indicated, part-time professionals to explain COPES participation.
- _____ 2. Arranges for follow-up orientations by college if needed.
- _____ 3. Meets with college president and self-study committee.
- _____ 4. Meets with coordinators of special programs/services.
- _____ 5. Confirms schedule for shipping of COPES instruments.

COLLEGE SELF-STUDY COORDINATOR does the following:

- _____ 1. Coordinates required logistical assistance to COPES representative.
- _____ 2. Performs such other activities as necessary to inform professional respondents of self-study schedule, importance of their role in self-study, and the system for distribution, collection, and control of perceptions instruments.
- _____ 3. Completes distribution, follow-up, and return of perceptions instruments.
- _____ 4. Forwards them on schedule to COPES Service Center for processing.

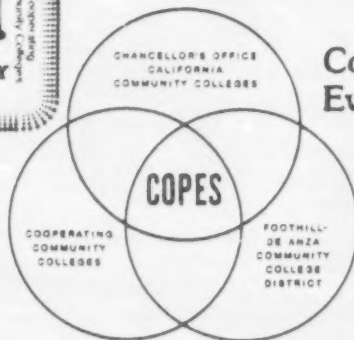
COPES Service Center does the following:

- _____ 1. Arranges for tabulation of completed perceptions instruments.

ORIENTATION MEETING AGENDA

1. Distribution of copies of "COPES Is; COPES Is Not" handout. (See Attachment A.).
2. Introduction of COPES representative by appropriate college person.
3. Team chairperson's explanatory comments, re-emphasizing some of the vital points made in the handout, and touching on other pertinent considerations. Suggested topics include:
 - a. The involvement of many people like those attending the meeting (community college professionals throughout the state) in the development of COPES.
 - b. The involvement of many more people like those at the meeting (literally thousands of professionals at participating colleges) in COPES' continual refinement through feedback concerning their COPES experience.
 - c. The resultant COPES instrumentation, consisting of a set of perceptions items, each of which has been determined by people like those at the meeting to be a critical indicator regarding the quality and availability of community college occupational education.
 - d. The resultant COPES procedures, in which each participating college's self-study of its occupational education programs and services is the key element.

Self-study participants: occupational faculty (full- and part-time), counselors, administrators, students, members of the college's occupational education advisory committees.
 - e. The scheduled dates of the validation team's visit (if applicable) to the college and, briefly, what the visit will involve (extensive interviewing on the campus and in the community; a look at programs, services, facilities; study of various college documents; presentation of the team's oral report).
 - f. The fact that all findings of the college's self-study and of the team's validation visit will be sent to the college president in writing and will be the basis for the development of an action plan by the college self-study committee.
 - g. Some kinds of matters on which the team will — and will not — report.
6. College self-study coordinator's explanatory comments dealing with the self-study schedule, the importance of each college respondent's role in the self-study, and plans for distribution, collection, and control of the perceptions instruments.
7. Question-and-answer period.
8. Team chairperson's closing remarks.



Community College Occupational Programs Evaluation & Reporting System

COPES IS.....

- COPES is the Community College Occupational Programs Evaluation System. It is the recognized evaluation system, whose goal is to improve the quality and availability of occupational education - at each participating California community college, as well as throughout the state.
- COPES is a truly cooperative project. It was developed by people like you - community college professionals throughout the state. It has been used voluntarily for occupational education self-studies by more than 70 California community colleges since its establishment in 1971. Nearly 300 persons - community college professionals and business, industry, and public representatives - have served on the COPES teams which validate the self-studies. The project is sponsored by the Chancellor's Office of the California Community Colleges where the COPES Service Center is located.
- COPES is a consistent, flexible approach to identifying college strengths and needs for improvement in occupational education. COPES makes these identifications through obtaining the perceptions of students, teachers, counselors, administrators and community representatives.
- COPES is a means for determining statewide priorities as a basis for funding research and development. COPES aids this process through identification of common patterns of improvement needs among all of the colleges participating in the evaluation system each year.

COPES IS NOT.....

- COPES is not an outside evaluation or accreditation. The heart of the COPES process is college self-study, and the strengths and needs for improvement identified are reported to the college for its consideration as a basis for planning and action.
- COPES is not a service which prescribes specific remedies. It concentrates on diagnosis and conclusions but does not assume the management function of making recommendations, since determination of future institutional directions is a matter that the college itself is in the best, and only realistic, position to undertake.

PRE-SITE VISIT
(Group A only)

Objective

1. To complete all arrangements and schedules for the validation site visit.

Activities

College Coordinator does the following:

1. Investigates 2 or 3 moderately priced nearby motels for team lodging for chairperson to review.
2. Mails informational materials, as arranged to validation team members.
3. Identifies college personnel to be interviewed.
4. Completes detailed site visit schedule, with full knowledge of interviewees.
5. Forwards one copy of completed detailed site visit schedule to COPES Service Center for processing and one copy to site visit chairperson.
6. If indicated, plans presentation at team refresher training session.
7. Communicates composition of team to all who need to know (e.g., college staff, college and community press).
8. Reminds interviewees of time and place of interview.
9. Confirms details in arrangements check-off list (e.g. tape recorders and technician for oral presentation).

COPES Service Center does the following:

1. Completes staffing of site visit validation team.
2. Sends team names, addresses and phone numbers to college self-study coordinator and site visit chairperson.
3. Notifies team members of logistical arrangements (e.g., general site visit schedule, lodging, transportation information, pre-site visit materials to be forwarded.)
4. Prepares additional materials for on-site use (e.g., binders of open-ended answers of respondents, refresher training and oral presentation materials). Delivers to chairperson.
5. Schedules replacement team members if necessary and advises chairperson and college coordinator of such changes.
6. Sends team member background information and assignment preferences to chairperson.
7. Duplicates and provides a copy of the detailed site visit schedule for each team member.
8. Plans refresher training schedule and presentations, including college presentation.

Site Visit Chairperson does the following:

1. Reviews pre-site visit activities and proposed site visit schedule and pertinent arrangements with college coordinator and logistical assistant.
2. Becomes familiar with campus layout (e.g. location of administration building, parking facilities).
3. Inspects and approves accommodations for team lodging and meetings.
4. Completes arrangements check-off list in triplicate and forwards one copy to COPES Service Center immediately. (see pre-orientation).
5. Prepares for refresher training session.
6. Develops preliminary plans for scheduling team members in terms of their backgrounds and interests.
7. Coordinates transportation arrangements for team members to facilitate their arrivals and reduce duplication of automobile transportation.

ARRANGEMENTS CHECK-OFF LIST

1. Hotel Accommodations for Team

- Request commercial or "state" rates.
- Three nights (i.e., site visit Tues. — Thurs., 12/5-7, reserve rooms for Monday-Wednesday, 12/4-6).
- Room arrangements preferred: Singles for each team member, plus suite for chairman for use as meeting room; or, all singles, plus conference room. (If unavailable, next best thing). Specify below. In all cases, rooms should be in close proximity.
- Make all reservations in name of COPES Service Center and guarantee late arrival. CSC will confirm in writing, if necessary.

Number of rooms required: Chairman's accommodations plus _____ singles.

Number of rooms reserved _____ singles @ \$ _____ incl. tax; and
 _____ @ \$ _____ incl. tax.

Hotel _____ Phone () _____

Address _____

Nearest airport _____

Transportation readily available from airport to hotel? _____ Airport Bus? _____

Limousine? _____ Rate? _____ Other (specify) _____

2. College Secretarial Contact During Site Visit (Should be someone able to take messages for team members and locate them during site visit if necessary).

(Name) _____ (Office) _____ (Phone) _____

3. Information Materials Required

Person at college responsible for preparing materials for mailing:

Name _____ Phone _____

To be mailed direct to each team member. Mailing list will be supplied by COPES Service Center as soon as available. Upon receipt, please mail as soon as possible.

	Team	COPES SC
Ethnic Survey	_____*	None (*Enter number of members)
College Catalog	_____	1
Class Schedule	_____	None
Campus and Community Maps	_____	None
Parking Permits	_____	None
Forms VE 45 and 48	_____	None
Table A, Dist. Voc. Ed. Plan	_____	None

Information Materials Required (Continued)

Person at college responsible for providing materials for team meeting room:

Name _____ Phone _____

To be available for team review in team meeting room on campus. (Single copies only).

Budget

Advisory Committee Minutes

Faculty Handbook

Organizational Chart

Campus/district telephone book

List of advisory committee members
and telephone numbers.

Other _____

4. Audiovisual Equipment

a. Tape Recording

Person at college responsible for making these arrangements:

Name _____ Phone _____

Two (2) cassette tape recorders and an operator will be needed for oral report. COPES Service Center will provide tapes; one will be left with college president as a record of oral presentation; other will be returned to service center for file.

Name of recorder operator, if known:

_____ Phone _____

b. Other if required (e.g., overhead projector and screen).

COPES DETAILED VALIDATION VISIT SCHEDULE

This detailed validation visit schedule is designed for a team of ten. If it is used for a smaller team, it should be modified by the team chairperson through crossing out the unnecessary interview spaces. This procedure should take place with the full knowledge of the college coordinator, who received this form for completion. The planned time for this procedure is the chairperson's orientation day at the college.

Please note that the schedule begins with two team members on each interviewing team. The reason is to provide each new team member an opportunity to begin his or her interviewing with an experienced team member. Therefore, at least one experienced team member should be assigned to each interview for the first two interviewing sessions.

IMPORTANT: The interviewing pattern is to be determined by the validation visit chairperson and college self-study coordinator during the chairperson's orientation visit. This form should be adapted to their requirements.

8:00 to
8:45 P.M.

Group and/or individual interviews (with part-time
teachers and counselors)

Room	College Representatives		Team Member(s)
	(Name)	(Position)	

(Day) (Date)

8:00 to
10:00 A.M.

Work on individual assignments or free study period

10:00 to
10:45 A.M.

Individual interviews (Continued; see footnote ³/on Page 2)

Room	College Representative		Team Member
	(Name	(Position	

11:00 to
11:45 A.M.

Group interviews (Continued; see previous instruction)

Room _____ College Representatives _____ Team Member(s) _____

[illegible]

12:00 to
1:00 P.M.

Luncheon (typically no organized luncheon).
If planned luncheon, specify:

1:00 to
1:45 P.M.

Group interviews (Continued; see previous instruction)

Room	<u>College Representatives</u>	Team Member(s)
------	--------------------------------	----------------

[illegible]

2:00 to
3:00 P.M. Work on individual assignments or free study period.

3:15 to
4:00 P.M. Team members (at hotel) individually fill in their parts of Form 7.

4:00 to
6:30 P.M. Team meets to reach consensus on Form 7 and identify strengths and priority needs for improvement.

6:30 P.M. Dinner

8:00 P.M. Team meets to continue identification of priority needs for improvement, if necessary. Team reviews Forms 7, CHE, S E and SP.

(Day) (Date)

8:00 A.M. Team meets for final preparation of oral report, debriefing, and other pertinent assignments.

Place _____
(To be determined by chairperson)

(Time)

Oral Report

Place _____
(To be determined by college)

Note: If the oral report is open to all faculty, it is strongly recommended that the time and place be convenient for maximum attendance. If preferred, report could be made at luncheon meeting.

Luncheon

1:00 to
4:00 P.M. Team completes any unfinished matters

Distribution

Chairperson
College Coordinator
COPES Service Center

To be reproduced, with attachment, by COPES Service Center for distribution to each team member at organization meeting unless otherwise specified by chairperson.

TEAM MEMBERS' INDIVIDUAL ASSIGNMENTS

(To be completed by chairperson at team organization
meeting the evening before the validation visit)

Area of Assignment	Team Member with Primary Responsibility	Team Member with Secondary Responsibility
Program Area :		
Administration of Justice		
Agriculture		
Business		
Distributive		
Health		
Home Economics (Occupational and Consumer Homemaking Education)		
Technical		
Trade and Industrial		
Cooperative Work Experience Education		
Program to Achieve Sex Equity		
Programs/Services for Special Populations:		
Disadvantaged		
Displaced Homemaker		
Handicapped		
Limited/Non-English		

SITE VISIT
(Group A Only)

Objectives

1. To validate college self-study.
2. To report self-study results and team consensus to professional participants at the college and to review with them the role of COPES in the self-study process.

Activities

During the site visit the team
chairperson does the following:

- _____ 1. Conducts refresher and orientation mini-workshop for site visit team members.
- _____ 2. Schedules team member interviews and makes special assignments.
- _____ 3. Maintains a liaison with college self-study coordinator on logistical arrangements.
- _____ 4. Confers with college president and self-study committee to obtain views, and discuss arrangements on college feedback and development of the college action plan.
- _____ 5. Conducts team meetings to reach consensus on qualitative and quantitative items and to identify major strengths and priority needs for improvement.
- _____ 6. Organizes for and conducts oral presentation, with such team assistance as necessary for most effective communication. Arranges for taping of oral presentation. (see arrangements check-off list).
- _____ 7. Supervises preparation of written report, reviews content with other team members, and approves final draft.
- _____ 8. Has team members complete debriefing forms.
- _____ 9. Coordinates sending the following to COPES Service Center:
 - _____ a. One copy of draft written report.
 - _____ b. One tape of oral presentation.
 - _____ c. Team debriefing forms.
 - _____ d. Binders containing open-end responses on perceptions instruments.

POST SITE VISIT (Group A) and POST SELF-STUDY (Group B)

Objectives

1. To improve occupational education, if needed, as a result of the self-study.
2. To improve COPES, if indicated, as a result of suggestions from college and team participants.

Activities

After the site visit or completion of the self-study, the college president (or designate) does the following:

- ____ 1. Distributes and collects confidential feedback forms from college professional self-study participants. Forwards the forms to the COPES Service Center for processing.
- ____ 2. Reviews the COPES written report and discusses it with the college self-study committee as a basis for the development of an action plan.
- ____ 3. Reviews the college Action Plan developed by the self-study committee, signs and dates a copy and forwards it to the COPES Service Center.
- ____ 4. Distributes copies of the college action plan to self-study participants and other interested college professionals.

After the site visit, the COPES Service Center does the following:

1. Sends three copies of the written report and computer runs to the college president.
2. Processes college feedback and sends three copies to the college president and a copy to each validation team member, if applicable.
3. Processes team debriefing forms.
4. Reviews the action plan submitted by the college.

SAM OPERATIONS MANUAL CORRECTION

Pg. 102

C. 9. Sample General Employer Follow-up Questionnaire

2. a. and b. should follow 3.

corrected to read:

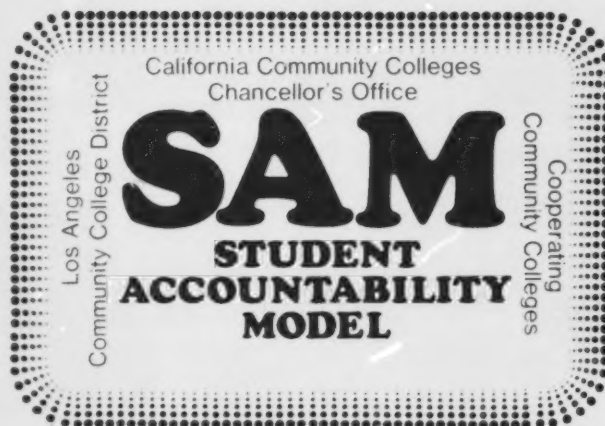
3. How important is community college level training in relation to other qualifications you consider?

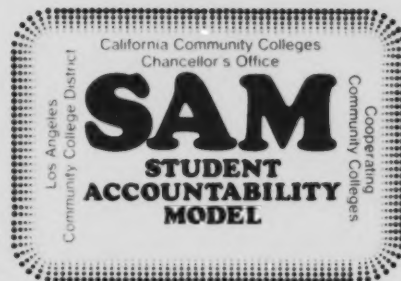
a. in making the hiring decision?

b. in making decisions about promotion?

OPERATIONS MANUAL

September, 1978





OPERATIONS MANUAL

Chancellor's Office
California Community Colleges
William Morris, Evaluation Specialist

Ben K. Gold, Director of Research
Los Angeles City College
Project Coordinator

September, 1978

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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P R E F A C E

This manual is a revision of an earlier manual (SAM Operations Manual, February 1977) and describes a system of procedures (or model) constructed for the purpose of improving occupational student follow-up in California community colleges. The model was developed by a consortium of twelve leaders in California Community Colleges, including occupational and general administrators, researchers, and data processing specialists. Input was solicited from other colleges and from staff of the Chancellor's Office.

It became evident early in the project that a fundamental component in the model would have to be a uniform method for classifying occupational courses and identifying occupational majors so that non-continuing students could be categorized for various approaches to follow-up. This manual describes recommended procedures for accomplishing these objectives and suggests methods for obtaining useful information about occupational students during and after their stay in college.

It is hoped that the manual will be of assistance to the colleges in (1) evaluating and planning their occupational programs and in (2) completing required enrollment and follow-up forms related to vocational education.

BKG

1 • Introduction

It is almost universally agreed that information from and about students after they leave college is important to a college in evaluating its program and in planning for the future. It is also almost universally agreed that the task of obtaining "follow-up" information that is reliable, valid, and useful is a difficult one.

Two developments in recent years have added credence to the above statements, particularly in regard to occupational students in community colleges: (1) the 1968*amended Vocational Education Act, PL 90-576, requires that colleges receiving funds under the Act report each year, among other things, numbers of students who have completed occupational programs and found employment in the field for which they were trained; and (2) Project COPES (Community College Occupational Programs Evaluation System-funded by the California Community Colleges Chancellor's Office), in their May 1973 report, indicated that "systematic follow-up of students who have completed occupational programs" had the lowest mean rating of all sixty items used in the evaluation procedure of eight colleges selected in a stratified random sample of all California public community colleges.

These developments, along with an awareness of significant changes taking place in student populations, in instructional methodologies, and in functions and general philosophy of the community college, led the Chancellor's Office to draft a tentative proposal for a project to improve occupational student follow-up.

In March 1973, under the leadership of Dr. William Morris, the Chancellor's Office invited representatives of six California community colleges, with each person selected for his specialized skill and/or experience in research projects concerning follow-up and reporting practices, to meet and critique the proposal. Out of this meeting grew a detailed plan for a project to design and implement a system (or systems) for follow-up of community college students.

The Project (later dubbed SAM: Student Accountability Model) was funded in August 1973. Dr. Ben Gold, Research Director at Los Angeles City College, was asked to coordinate project activities, in consultation with Dr. William Morris, and the Los Angeles Community College District agreed to provide fiscal management.

* revised in 1976 -- see Chapter VII

A basic assumption pertinent to implementation of the project was that any system to be workable and acceptable to the colleges must be developed with continual guidance from community college personnel.

Thus, the first step was the formation of a twelve member consortium, with individual members chosen to represent large and small colleges, northern and southern colleges, and expertise in the areas of occupational administration, general administration, data processing and institutional research. (Consortium members are listed in Appendix E).

The fundamental task of the project was agreed to be that of developing a model to accomplish the following purpose:

To provide a system of procedures for identifying and describing California community college occupational students and for obtaining information about them after they leave college, in order to satisfy two needs:

- (1) completion of reporting forms required for governmental agencies, and
- (2) program evaluation and planning.

Visits to a statewide sampling of colleges during the early planning stages revealed a wide variety of practices in obtaining quantitative information regarding occupational program enrollments and subsequent job placements. These visits also produced data (and opinions) concerning needs and operating constraints within individual colleges. As a result of these visits, the following sets of guidelines and assumptions were developed as bases for construction of the model.

Guidelines for the System: Essential

- (1) System must be adaptable to any California community college and to all occupational programs offered by the college.
- (2) Operation of system must be sufficiently simple so that outside expertise is not required after initial implementation.
- (3) System must lend itself to electronic data processing but be adaptable to manual operations.
- (4) System must maximize the use of current college staff and minimize the necessity for hiring additional personnel.

Guidelines for the System: Essential (continued)

- (5) System must be ongoing, not "one-shot."
- (6) Any alternative sub-systems must provide substantially equivalent information.
- (7) System must provide necessary information for Vocational Education enrollment and follow-up forms with a high level of accuracy and on time.
- (8) System must provide pertinent evaluation and planning information to occupational administrators and faculty.
- (9) System must indicate enrollments as of the census week in the semester (quarter) concerned, but must also provide flexibility for specially scheduled courses.
- (10) Data collection instruments must be easily readable, require a minimum of time for completion, and be in a format easily adaptable to electronic data processing.

Guidelines for the System: Highly Desirable

System should:

- (1) be expandable to include students other than occupational students.
- (2) provide for employer as well as employee input.
- (3) provide for long term as well as short term follow-up.
- (4) require a minimum of effort for colleges to "retool" from existing systems.
- (5) not in any way imply that other methods of program evaluation are less important.
- (6) build on existing research information.
- (7) adapt with minimum difficulty to changes in reporting requirements.
- (8) provide estimates of any sampling and/or response bias.
- (9) provide additional information useful to college counseling staff.
- (10) provide additional information useful to college placement office.

Some Assumptions and Inferences

- (1) Colleges need a system such as proposed in this project.
Inference: Colleges will be committed to participation and support of the project.
- (2) No system for identifying student majors can be 100% accurate.
Inference: Project should determine what accuracy is reasonable and model should assure that accuracy.
- (3) Difficulty in student major identification decreases the longer the student stays in college.
Inference: Target accuracy rates should vary with groups involved.
- (4) No sizable follow-up procedures can produce 100% response.
Inference: Project should determine what response rates are acceptable and under what circumstances.
- (5) Difficulty in contacting former students increases the longer they are away from college.
Inference: Target response rates should be expected to vary with groups involved.
- (6) A workable system requires input from those "close to the scene."
Inference: Occupational faculty, department or division chairpersons, and counselors should be involved in the system.
- (7) Follow-up information about students who have completed considerable work at the college is more useful in program evaluating and planning than that about students who have completed little or no work.
Inference: While short-tenure students should certainly not be ignored, more effort should be expended on the follow-up of long-term students.
- (8) Specific objectives of follow-up studies may differ among colleges and among groups within a college.
Inference: Specific objectives for follow-up studies should be determined before the study design is finalized; over-all system must be flexible enough to adapt to differing objectives.

Some Assumptions and Inferences (continued)

- (9) Student attitude is an important factor in follow-up response rates.

Inference: Efforts should be made to prepare students for follow-up requests, preferably before they leave the college.

- (10) A large follow-up response from a representative sample is preferable to a small biased response from an entire group.

Inference: Repeated efforts to obtain responses should be made.

To meet these guidelines and assumptions, the model was envisioned as having two components: (1) the Student Accounting Component, in which occupational students are operationally defined and classified according to criteria which are both adequate and simple to apply, and (2) the Student Follow-up Component, in which occupational students no longer in college are categorized and procedures recommended for obtaining information about them, with details of the procedures depending on the category.

II • Student Accounting Component

In the Student Accounting Component, occupational courses are classified by assigning priority letters and major code numbers (described below); a student's major is then defined according to the occupational courses in which he or she enrolls.

The most critical aspect, therefore, of the entire model is the careful classification of occupational courses.

II-A. Classification of Occupational Courses

An occupational course is defined as one which is (all three):

- (1) intended to develop skills and related knowledge for job performance.
- (2) part of the course sequence of an occupational program* offered by the college.
- (3) designed primarily for job preparation and/or job upgrading or updating and not for general education purposes.

Prior to each semester, the occupational administrator (or his delegate) should examine all courses offered by occupational departments, and assign to each a priority letter and major code number, as described below.

* In certain (rare) cases, a single course may be considered to be an occupational program (when it is the only course necessary for entry level employment).

II-A-1. Assigning Priority Letters

Each course offered by occupational departments should be assigned a "priority" code describing the degree to which a course is "occupational," as follows:

Priority "A" - Apprenticeship

Course is an apprenticeship course.

Priority "B" - Advanced occupational

Priority B courses are those taken by students in the advanced stages of their occupational programs. A "B" course is offered in one specific occupational area only, clearly labels its taker as a major in this area, and enrollment in the course is open only to majors in this area. In general, no more than two courses in any one program should be labeled B.

Priority "C" - Clearly occupational

Priority C courses will generally be taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract "drop-ins." A "C" level course will often be offered in several specific occupational majors within a broad area. The C priority, however, should also be used for courses within a specific program area when the criteria for B classification are not met.

Priority "D" - Possibly occupational

D courses are those taken by students in the beginning stages of their occupational program. The D priority can also be used for service (or survey) courses for other occupational programs. For borderline courses (between C and D), it is suggested that the deciding factor should be an estimate (based on judgment and experience) of the number of students taking the course whose major is judged to be occupational. If the number is estimated to be 75% or more of the total, the course should be identified as Priority C, otherwise Priority D.

Priority "E" - Non-occupational

Although offered by an occupational department, course is designed for non-occupational majors who desire acquaintance with the field as part of their general education.

In addition to the above, letters F and beyond may be used to identify special courses e.g., useful homemaking, work experience. It is suggested that work experience be given a higher occupational priority only if it is clearly part of an occupational curriculum.

II-A. Classification of Occupational Courses (continued)

Also, it should be noted that in this model there is no operational distinction between A and B Priority courses. Separate identification is included for those colleges who may wish to study their apprenticeship courses separately.

In making decisions as to which priority to assign a course, note that there are three factors to be considered:

- (1) the degree to which the course identifies its taker as an occupational major.
- (2) level of the course in an occupational program.
- (3) percent of students taking the course who are judged occupational majors.

It is recommended that the following guidelines be used:

Factor	PRIORITY LEVEL			
	A or B	C	D	E
(1) Ability to identify major	Clearly labels taker as a major in specific occupational program	Indicates the taker is an occupational major. May be in a specific program or a broad area	Suggests that taker is possibly an occupational major. Area may not be known	Indicates taker to be a non-occupational major
(2) Course level	Advanced occupational (B) Apprenticeship (A)	Second level occupational	Introductory occupational	Introductory non-occupational
(3) Expected number of occupational majors in class	100%	75% or more	Below 75% but above 25%	25% or below

For a course to be assigned a particular level rating, it should meet each of the three criteria for that level or for a higher occupational level.

Thus, for a course to receive an "A" or "B" priority it should be an advanced level occupational course limited to majors in a specific occupational program.

II-A. Classification of Occupational Courses (continued)

For a course to receive a "C" rating, it could be any one of the following:

- (1) a second level or advanced level occupational course required in several specific majors within a broad area.
- (2) an advanced level occupational course designed for one specific major, but which permits a significant number of non-majors to enroll.
- (3) a course limited to majors in one specific occupational program but not of advanced level.

Any other course which attracts students of whom at least one-fourth may be judged occupational majors (by some standard) should be labeled "D" priority.

Following are some examples (for illustrative purposes only) of possible classifications of courses:

(Priorities indicated are those which would probably be assigned by most colleges offering the named courses; see below for some particular examples of exceptions).

A. Apprenticeship Courses

Carpentry, Plumbing, Machine Shop

B. Courses Which Indicate a Specific Major (advanced occupational)

Dental Pathology, Advanced Video Tape, Advanced Applied Acting, Legal Secretarial Procedures, Contact Lens Laboratory, Advanced Radiology Technology, Fire Hydraulics, Livestock and Dairy Selections, Real Estate Finance, Cost Accounting.

C. Courses Which Indicate a Broad Area Major (clearly occupational)

Soils, Credits and Collections, Principles of Advertising, Air Transportation, Clinical Techniques, Principles of Patient Care, Food and Nutrition, Sanitation/Safety, Shorthand, Small Business Management, Advanced Typing, Technical Engineering, Vacuum Tube Theory, Fundamentals of Air Conditioning, Basic Electricity.

D. Courses Which May Indicate Occupational Major
(possibly occupational)

Technical Mathematics, Graphic Communications, Elementary Mechanical Principles, Fundamentals of Electronics, Typing (Beginning or Intermediate), Accounting (Beginning).

E. Survey or Exploratory Courses
(not occupational)

Introduction to Home Economics, Introduction to Business, Introduction to the Theatre.

It should be emphasized that the above are illustrations only. Course title alone is not sufficient to determine course priority as courses with the same title but at different colleges may be quite different in content.

Following are some hypothetical examples of courses which might present difficulty in assigning priority letters:

- (1) Math AAA, an elementary course limited to Electronics Technician majors, taken usually in the first semester.

Since this course is an elementary level course, it should not be classified as "B" priority. "C" priority is more appropriate even though the course clearly labels the taker as a major in a specific occupational area and 100% of the students taking the course can be expected to be occupational majors.

- (2) Math BBB, an advanced level course limited to Electronics Technician majors.

This course meets the requirement for "B" level priority.

- (3) Anatomy CCC, a course in general anatomy but reserved primarily for Nursing (AA degree) students.

This course could qualify for a "C" priority if 75% or more of the students are Nursing (or other 2 year health curriculum) students. If more than 25% but less than 75% are Nursing students, priority "D" is appropriate; if 25% or less, course should be classified as non-occupational.

- (4) Typing DDD, a beginning course in general typing.

If more than 25% of the students are judged to be occupational majors, the appropriate priority is "D"; otherwise "E".

Survey or Exploratory Courses (continued)

- (5) Accounting EEE, a course in principles of accounting.

This is another course which might be assigned "C", "D", or "E" priority, depending upon the makeup of students taking the course.

Experience to date in the use of the SAM model has indicated that certain modifications in the above coding procedures can be useful in providing certain types of information to a particular college. Here is a description provided by one district* of one of those modifications:

"By coding all courses that qualify as 'Consumer and Homemaking' with the alpha code of 'F', the enrollment totals may be selected for reporting on Schedule F for the final claim.

Information about these same courses identifies teachers as required on the reporting form 'VE47'.

The student characteristics information needed in writing the annual report on vocational education projects can be facilitated by this coding and reporting.

By using the CID number 1499 for all consumer and homemaking courses and SAM coding these courses with an "F", the computer program will provide counts for reports. The conversion table of CID to USOE should be coded for the USOE number 09.0100. The data is accommodated in the same manner as the occupational course data is accommodated with the exception that the prioritization is limited to one category.

Non-duplicated counts are possible, class hours are accumulated, and a.d.a. totals can be reported.

Under the current SAM Computer Program, the computer will 'reject' all "F" codes. The program must be adjusted to accept the codes."

* for further details, contact Dr. Robert Thompson of the Foothill District.

Another college* reports that an expanded definition of the A level priority to include what is called an "absolute identifier" has been found useful.

Neither of these two modifications affect the basic structure of the classification system, and colleges are encouraged to adopt these or similar modifications if they prove useful and do not compromise the basic principles of the model.

II-A-2. Assigning Major Code Numbers

In addition to assigning a priority letter, the occupational administrator (or his delegate) should assign a major code number to each course.

The numbers assigned can be those used in the CID (Classification of Instructional Disciplines) provided by the California Community College Chancellor's Office, or other code preferred by the college. However, in reporting enrollments to the Federal Government, the USOE Voc-Education code is required and therefore recommended, although the State Chancellor's Office provides a CID-USOE equivalency table.

Federal reporting requires six digit coding (2 digits before the decimal for broad area, 4 digits following the decimal for specificity). In preparation for new forms (described in Chapter VII), priority A, B, and C classes should be assigned a six digit USOE code. For A and B courses, the six digit priority is in most cases clearly identifiable. For C courses, judgment and experience may have to be called upon for the most appropriate assignment. Two digit USOE code is adequate for D level courses, except that broad area occupational Home and Consumer Economics courses should be assigned 09.02, to differentiate clearly from homemaker courses assigned 09.01.

*for further details, contact Mr. Walter Brooks at Shasta College.

II-B. Identification of Occupational Student Majors

For the planning and evaluating purposes of this model, student majors are classified four ways: (see diagram).

Class 1 - Occupational major, specific major determined.

All students enrolled in one or more courses labeled A or B.

Class 2 - Occupational major, broad area determined.

All students who are not enrolled in any course labeled A or B, but are enrolled in one or more courses labeled C.

Class 3 - Occupational major, area not determined.

All students who are not enrolled in any course labeled A, B, or C above, but who are enrolled either in (a) one course labeled D and a total of 7 units or less, or (b) two or more courses labeled D.

Class 4 - Non-occupational major.

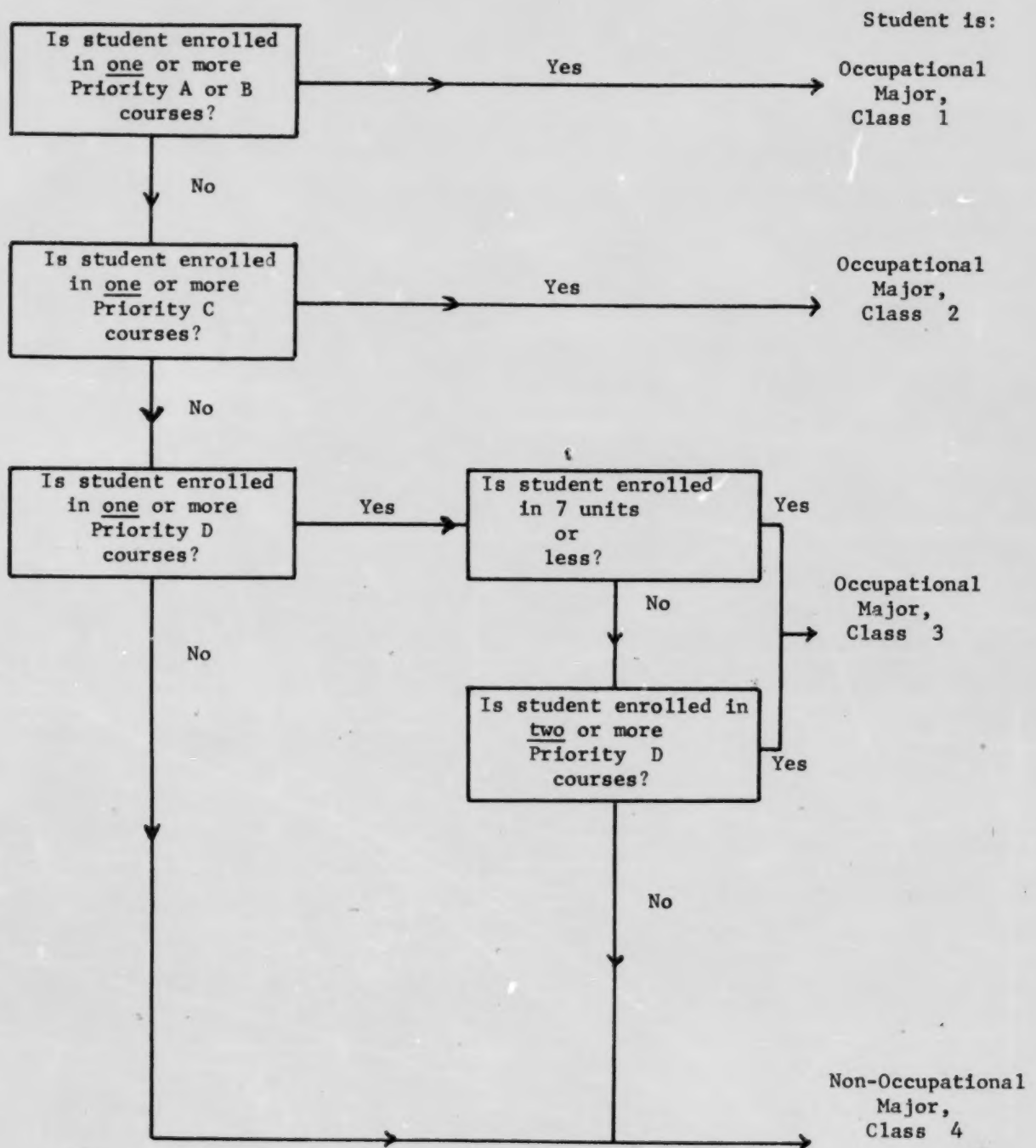
All students not classified above.

Note that part-time, full-time or day, evening distinctions are not made. Procedures for identification of student majors should be applicable to all these groupings.

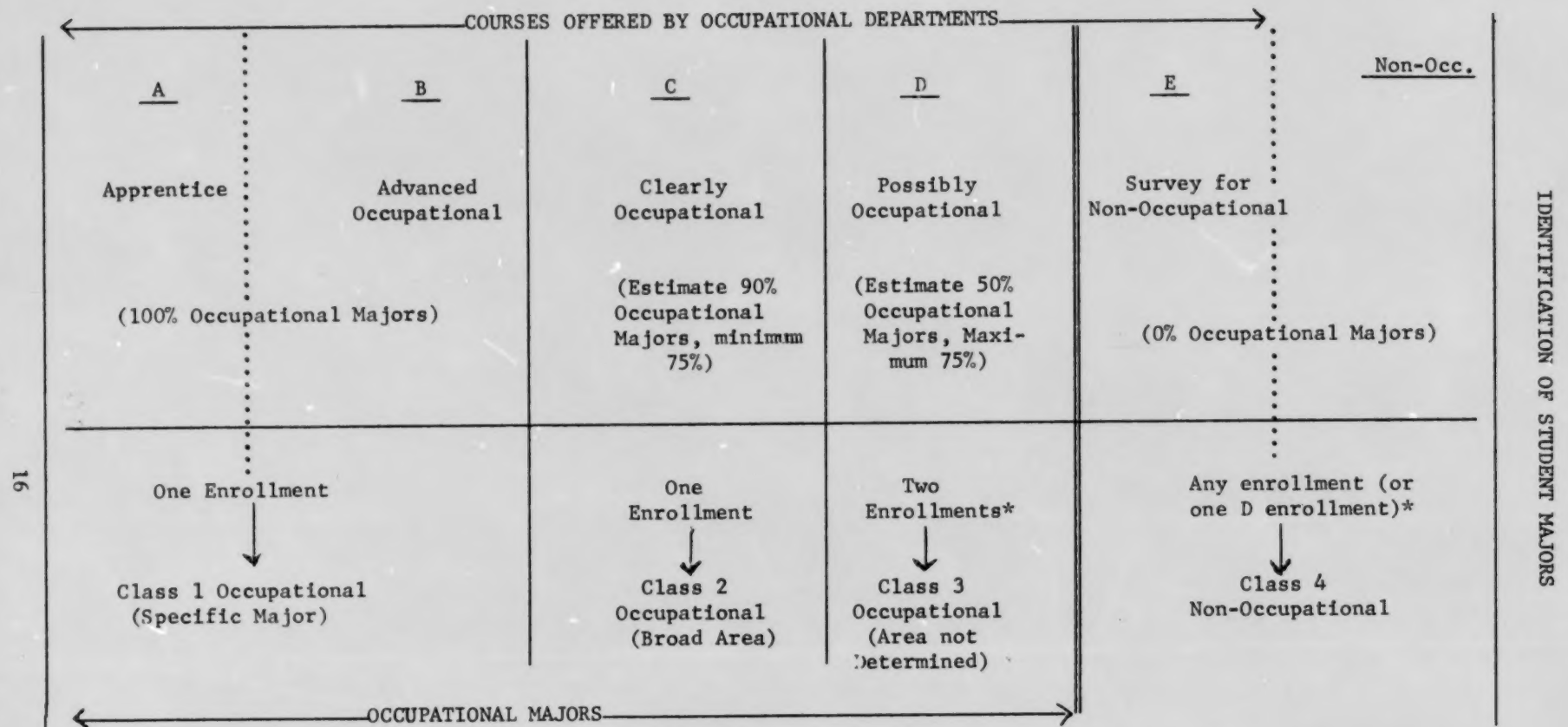
On the next two pages are a flow chart indicating the method for placing students in the appropriate classes, and a tabular presentation indicating the steps in classifying courses and determining student majors.

Follow-up techniques to be described later depend heavily on proper placement of students into the four classes, and we emphasize again the importance of careful classification of courses.

DETERMINATION OF STUDENT MAJOR



CLASSIFICATION OF COURSES



* One D enrollment qualifies a student for Class 3 if his total enrollment is 7 units or less

II-C. Data for Voc-Ed Form CCOE48

For the evaluative and planning purposes of the model, occupational majors in Classes 1, 2, and 3 will be considered according to their class designation (see Section III-D).

For the purposes of the CCOE48* (Enrollments in Occupational Education) reporting form, the total of all occupational majors (Class 1, 2, or 3) should be reported in the area indicated by the USOE number. If a student's major is not uniquely determined because of enrollment in two or more courses of the same priority but with different numbers, the college or district should determine a method for making the assignment. It is suggested that students be contacted (through a teacher or counselor) requesting that they indicate a choice or, if the numbers are not too large, that they be arbitrarily placed by the occupational administrator or by arbitrary computer assignment.

An unduplicated listing of occupational students (OML) and their majors can now be prepared (shortly after census week) for each semester (or quarter).

It is assumed in this model that there exists (for each semester or quarter) a periodically updated student master file (SMF) indicating characteristics of students necessary for identification of special groups. For completion of the Vocational Education forms considered in this manual, the SMF should contain the items indicated in the table showing minimum elements needed (p. 20). Not all colleges will have all these characteristics indicated on the SMF. It is suggested that these missing items be put on file where possible. For those items which can not be put on the SMF, calculations (or estimates) will have to be provided by whatever means are available and feasible.

The following procedures** are required to obtain the numbers necessary for the COE48 form: (see diagram).

- (1) merge the Fall SMF and the Fall OML to obtain counts for Fall
- (2) merge the Spring SMF and the Spring OML to obtain counts for Spring
- (3) to obtain total (unduplicated) counts, add Fall and Spring counts, then subtract students on both semester lists (see diagram on page 19).

* also see Chapter VII.

** Additional (but similar) procedures are required for colleges on the quarter system.

II-C. Data for Voc-Ed Form CCOE48 (continued)

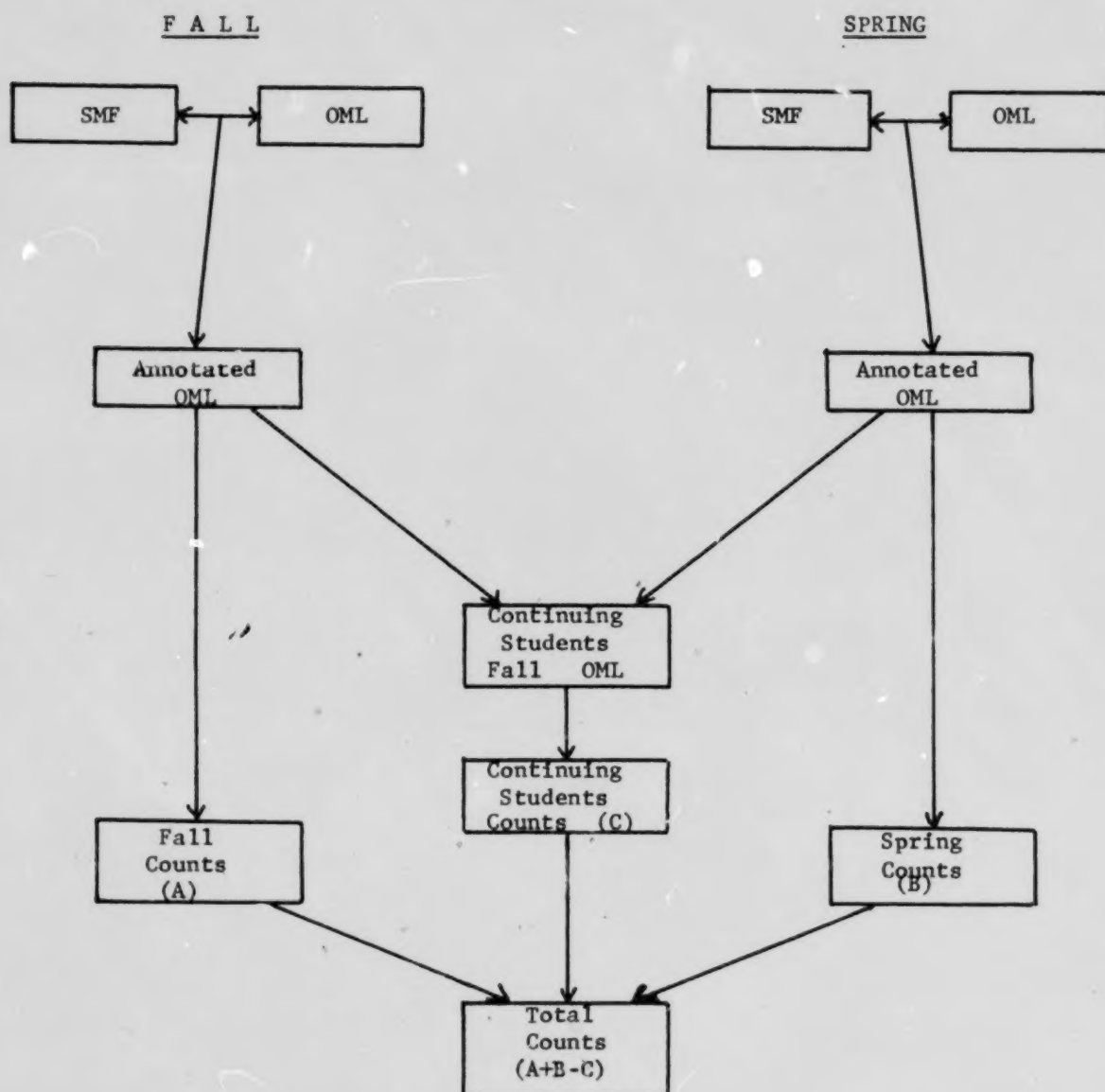
In obtaining unduplicated counts for students enrolled in both Fall and Spring semesters, the following is recommended:

- (a) if the student's major class (1, 2, or 3) is the same for both Fall and Spring, but his (or her) USOE numbers are not the same, the Spring USOE number should be the one used.
- (b) if the student's major class assignment for Fall differs from that for Spring, the USOE program number for the higher ranked class (lower numerically) should be the one used.

Several examples follow:

Student	FALL		SPRING		USOE Program Code to be used in CCOE48
	Class	USOE Prog. No.	Class	USOE Prog. No.	
A	1	16.0103	4	Non-occup.	16.0103
B	4	Non-occup.	3	04.	04.
C	2	17.0400	3	14.	17.0400
D	3	04.	3	09.02	09.02
E	3	14.	1	14.0201	14.0201
F	2	04.1900	2	01.0300	01.0300
G	1	07.0301	2	07.0800	07.0301

DATA FOR CCOE48 (SEMESTER SYSTEM)



MINIMUM ELEMENTS NEEDED FOR STUDENT MASTER FILE (SMF)

1. Name
2. Address (including telephone number)
3. Social Security number (or other ID #)
4. Birthdate
5. Sex
6. Current course enrollments (updated during semester)
7. Course grades (at end of semester)
8. Total cumulative units completed
9. Disadvantaged identifier
10. Handicapped identifier
11. Minority group
12. Cooperative work experience identifier
13. Date Associate Degree awarded (if any)
14. Date program certificate received (if any)

III • Student Follow-Up Component

In the Student Follow-up Component, non-continuing students are classified two ways: (1) according to their major class, as described earlier, and (2) according to their accomplishment during the previous year. Thus, a two-way "follow-up matrix" is obtained. Procedures for follow-up are recommended with procedural specifics dependent upon the student's location in the follow-up matrix.

III-A. Classification of Previous Year Students

After the Fall semester (quarter) first census week, current semester SMF should be compared with the unduplicated listing of majors for the previous year (see pp.17). The following definitions pertain:

Continuing student: student named on both lists
 Non-continuing student: student named on previous list but not on current list

Non-continuing students are further classified as one of the following, depending on accomplishment during the previous year:

Graduate (G)	received Associate Degree
Certificate (C)	received program certificate
Achiever (A)	does not qualify as graduate or certificate but:
Priority A or B	completed one or more priority A or B courses
Priority C	completed one or more C priority courses (no A or B)
Priority D	completed one or more D courses (no A, B or C)
Non-occupational	completed seven or more units (no A, B, C or D)
Partial Completor (P)	completed some work but does not qualify as graduate, certificate, or achiever
Non-Completor (N)	does not qualify for any of the above

Classification of Previous Year Students (continued)

For the purposes of Form CCOE45, (Follow-up of students completing Preparatory Occupational Education Programs), Graduates, Certificates and Priority A or B Achievers are considered to have completed their programs. Priority C Achievers and Priority A or B Partial Completers are considered to have left the program with marketable skills.

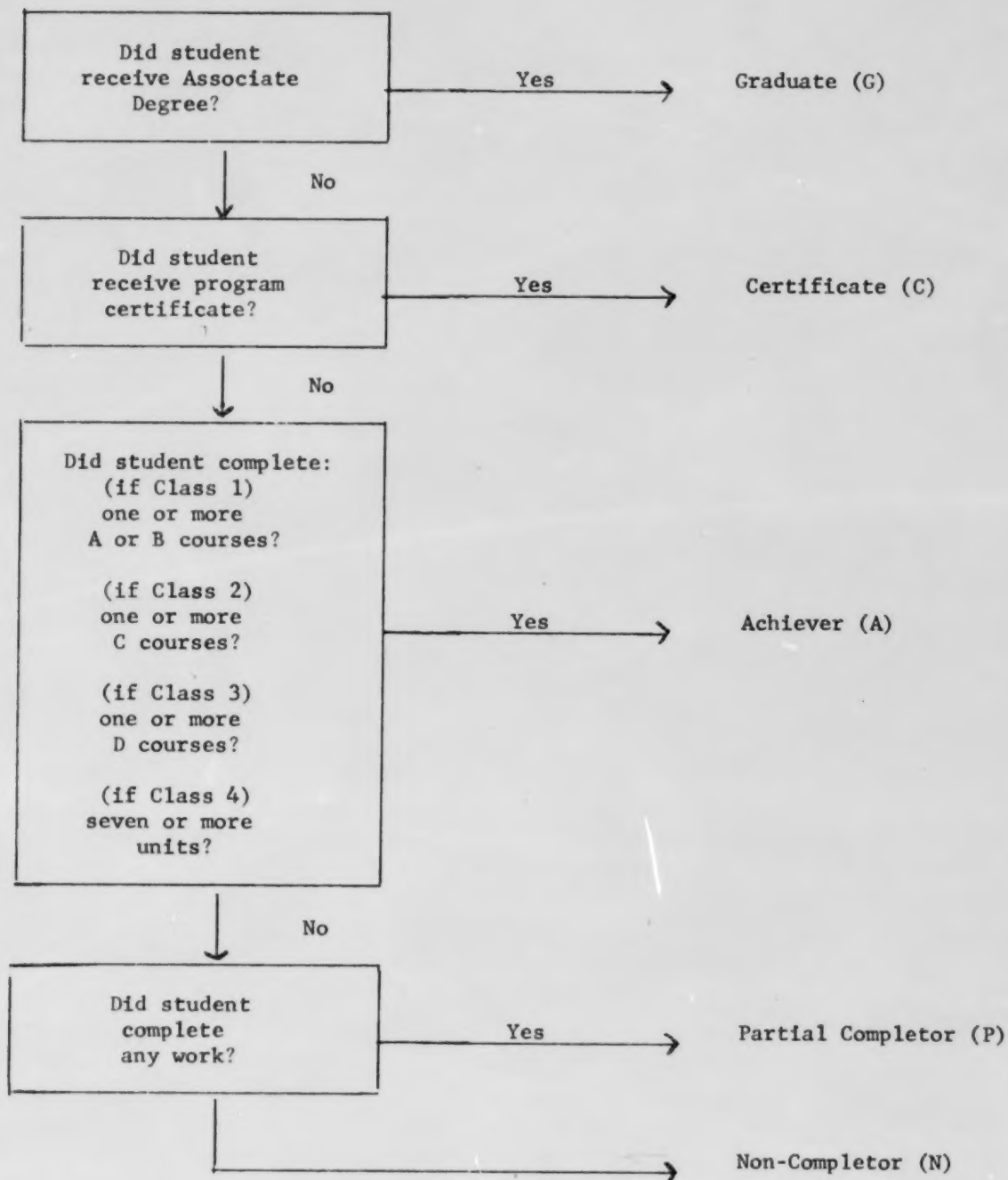
This latter group can also be considered to be leavers who have completed more than 50% of the program in which they were enrolled. *

On the next page is a flowchart indicating the method for placing each non-continuing student into the appropriate cell of the "follow-up matrix," sketched on the following page.

* See Chapter VII

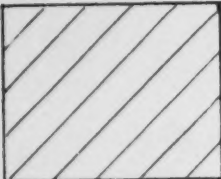
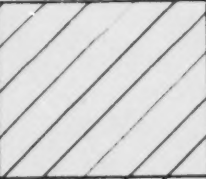
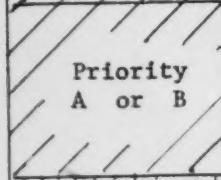
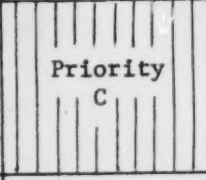
CLASSIFICATION OF NON-CONTINUING STUDENTS
(Flow Chart)

During previous year:



III A-1 Classification of Groups for Follow-up:
(The Follow-up Matrix)

The following groups can now be identified for appropriate follow-up:

	Class 1 Specific Major	Class 2 Broad Area	Class 3 Area not Determined	Class 4 Non-Occupational Major
Graduate G				
Certificate C				
Achiever A	Priority A or B 	Priority C 	Priority D	
Partial Completor P				
Non- Completor N				

← OCCUPATIONAL MAJORS →



Considered to have completed their program



Considered to have left with marketable skills
or to have completed more than 50% of their program

Identification of program completors in the follow-up matrix (p. 24) requires that students so identified not be enrolled in the college at the time of such identification (first census week Fall semester). Some colleges have reported that sizable numbers of students completed programs, receiving degrees or certificates, but reenrolled as part-time students to continue their education, for a variety of reasons. These students would not be identified in the follow-up matrix (limited to non-continuing students) and would thus not be followed up as program completors.

If this type of error appears to be significant, it is recommended that the college flag students whenever they meet the qualifications for program completor, and include these students in the next follow-up matrix, whether or not they reenroll in the college.

III-B. Follow-up Procedures for Groups Identified in III-A

III-B-1. Selection of group(s) to be followed:

Choice of group(s) to be followed will depend on the purposes for which the study is made. As stated earlier in the model, two purposes are considered:

- (1) completion of reporting forms required for governmental agencies, and
- (2) program evaluation and planning

For the first of these purposes (specifically CCOE45), all occupational graduates, certificates, and achievers Class 1 must be included (also, achievers Class 2 and partial completors Class 1 must be counted).

For the second purpose, any or all categories may be included, depending on the needs or desires of the college at the time.

Keeping in mind the guidelines for the model stated earlier, following is an example of a possible pattern for short range follow-up for a large college:

Category	Class	No. to Contact	How Often
Graduates	1, 2, 3	All	Annually**
Graduates	4	All	Biannually
Certificates	1, 2, (3,4)*	All	Annually **
Achievers	1, 2	All	Annually **
Achievers	3, 4	Sample	Biannually
Partial Completors	1, 2, 3, 4	Sample	Biannually
Non-Completors	1, 2, 3, 4	Sample	Biannually

*very likely no student will fall into these categories

** Annual follow-up is required by CCOE45. More detailed study could be scheduled less often.

Follow-up Procedures for Groups Identified in III-A (continued)

It is also possible (and probably advisable) for further breakdowns to be made for detailed in-depth follow-up studies. For example, one might wish to obtain more detailed follow-up information on, say, electronics graduates one year, allied health graduates the next year, etc. If it is not possible to make studies on all non-continuing students routinely, such procedures could provide balanced information over a period of a few years.

Responsibility for follow-up will depend upon the general assignment of responsibilities at the college. At some colleges, it may be appropriate for the Occupational Dean's Office, at others the Research Office, at others the Counseling or Placement Office. Where specific program majors are to be probed in-depth, it is often appropriate for faculty or department chairmen to conduct the study. If sampling is to be used, someone with a clear understanding of bias and sampling error should be involved.

It should be emphasized that the above pattern is presented as only one of many possible patterns. It should also be emphasized that without a carefully designed pattern and commitment to its implementation, follow-up is likely to be haphazard and piecemeal, with a low probability of producing solid, useful information for program planning and modification.

III-B-2. Preparation of Students for Follow-up

Researchers who have performed follow-up studies consistently report that preparation of students while still in college provides measurable and significant improvement in (1) response rate to mailed questionnaires, and (2) completeness and accuracy of responses. Efforts are apparently especially needed for young students and for non-completers.

One writer has characterized two types of recommended preparation:

- (a) mechanical, involving such items as verifying and/or updating addresses, completing EXIT forms, and generally making sure that pertinent information is on file at the college while the student is there to provide it, and
- (b) psychological, or "conditioning" the student to respond to future requests for information.

Following are some suggestions:

- (1) to alert Class 1 or Class 2 majors (all categories except N), allow 10-15 minutes of time in each A, B, or C priority class shortly before the end of the semester and:

Preparation of Students for Follow-up (continued)

- (a) inform students of possible future contacts, emphasizing
 1. college interest in individual's opinions
 2. requirements for obtaining funds
 3. opportunity to assist future students
 4. no individual identification in any published reports
- (b) suggest student include college among people to be notified when he changes address -- point out various benefits to him when college can contact him easily.
- (c) if possible show student copy of questionnaire he may receive.
- (d) obtain information about plans for next semester, current address of someone who will always know student's address (see sample In-Class Questionnaire).

Note that it is possible to obtain considerable "follow-up" information before the student leaves college. For example, students who already have jobs lined up can provide CCOE45 information and thus be excluded from later mailings for that purpose.

- (2) to alert Non-completers, institute a procedure encouraging Exit Interviews. At the same time the student withdraws obtain pertinent information and alert student to possible follow-up requests. (See sample Exit Interview form). Although some students will just disappear, this number can be minimized by consistent college-wide efforts, e.g., announcements in registration packet, college newspaper, bulletin boards, etc. urging students to protect their records by following appropriate withdrawal procedures.
- (3) to alert others, send letter as soon as non-attendance is determined, explaining importance of feedback information and requesting student to (a) keep college posted as to his address, and (b) respond when contacted (see Follow-up Alert letter).

As in other aspects of the model, individual colleges and individual programs within a college may require different approaches. The above are listed as suggestions to be tried when deemed appropriate, but the principle of preparation of students for follow-up while still in college has been demonstrated to be sound and it is strongly recommended that various procedures be tried with enthusiasm and creativity.

III-B-3. Study Design

It is obvious that one particular detailed plan for following non-continuing students cannot suffice for all students in all programs in all colleges at all times.

However, research and experience indicate that the general procedures indicated in the accompanying flowchart are usually appropriate and feasible. Specific procedures for each step in the flowchart will depend upon many things, including numbers of students involved, available resources, time frame limitations, types of information desired, and, in general, the purpose of the particular study.

Notes on General Flowchart for Follow-up

(1) Prepare Follow-up Matrix

The follow-up matrix described in Section III-A can be prepared shortly after census week in any semester (or quarter), as soon as non-continuing students can be identified. The student's major class (horizontal in the matrix) should have been identified during the previous semester, and his non-continuing status (vertical in the matrix) is determined by his accomplishment that semester. Each student can now be identified by a number (1, 2, 3, or 4) indicating his major class and by a letter (G, C, A, P, N) indicating his non-continuing status. There are thus twenty cells in the matrix into which a student could be placed, and a simple count would produce the number of students falling into each. Depending upon the college's long-range follow-up plans, it may or may not be advisable to analyze in further detail (by specific major) the distributions in the various cells.

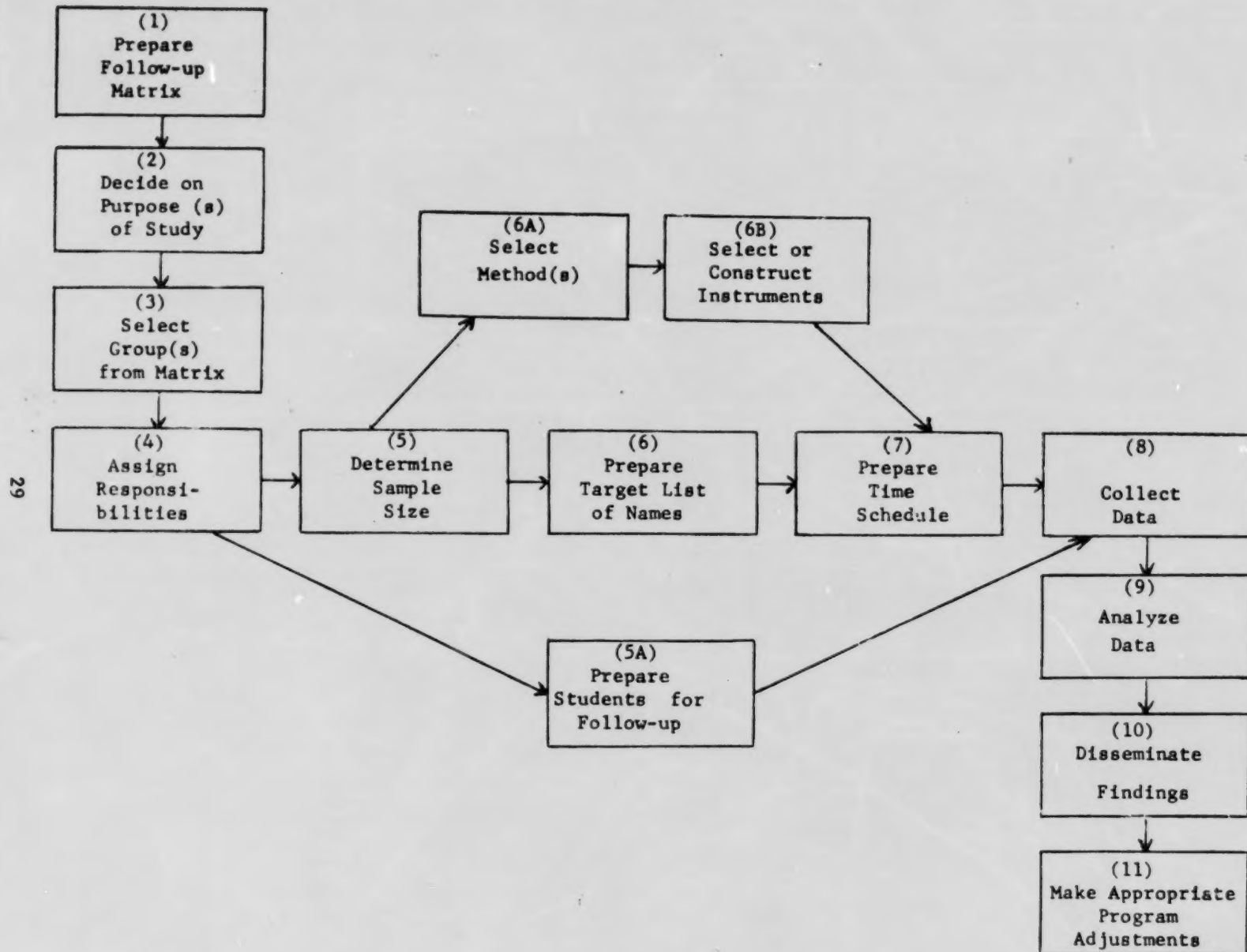
(2) Decide on Purpose(s) of Study

After observing the numbers in the various cells of the follow-up matrix, specific purposes of the study should be formulated. These purposes may or may not be dependent upon these numbers. Purposes may have been clearly delineated in a prepared detailed follow-up plan such as suggested in Section III-B-1, or they may be dictated by the numbers in the cells. For a particular semester, the purpose may be simply to obtain information for the CCOE45 form, or it may be to analyze in-depth graduates of one or more particular programs, or it may be to obtain information regarding non-completers -- or a variety of other purposes.

(3) Select Group(s) from Matrix

If the purpose of the study is limited to obtaining data for completion of the Vocational Education CCOE45 form, certain specific cells in the matrix will have to be chosen (see Section III-C.) If the purpose is program evaluation and planning, selection of groups will depend upon the purposes decided upon in step (2). (Some suggestions are offered in Section III-D.)

GENERAL FLOWCHART FOR FOLLOW-UP



Notes on General Flowchart for Follow-up (continued)

(4) Assign Responsibilities

As indicated earlier, general responsibility for follow-up will depend upon situations existing at the particular college (or district). At this stage in the flowchart it is essential that one particular individual (or several, if the work is to be partitioned by program or department) be designated to direct the details of the particular study. It is also important at this stage for the study director to know what resources will be available to him in terms of budget, personnel, time, and data processing facilities.

(5A) Prepare Students for Follow-up

One of the first assignments of the study director should be to determine what has been done in the way of student preparation for follow-up, assess its scope, and plan to remedy as much as possible any deficiencies he may find. It is to be hoped that after a semester or two, each college will have developed and implemented plans for follow-up preparation along the lines suggested in Section III-B-2. The study director should be aware of what has been done and realize that preparation is possible until data is actually collected from the students.

(5) Determine Sample Size

After the decision is made as to which cells in the follow-up matrix are to be studied, the next step in the study procedure is the determination of the number of students to be contacted -- whether all or only part of them. A discussion of the use of sampling in follow-up studies is presented in Appendix A of this manual and its reading is recommended. Suffice to say at this point that several factors must be weighed in arriving at a decision regarding sampling: (1) the overall scope of the study; (2) resources available; (3) the degree of generalization envisioned; (4) the number and variety of majors to be included. Before rejecting sampling techniques completely, it might be well to reflect on the fact that professional measurers of public opinion now can and do make statements with demonstrated precision about millions of people by obtaining data from only a few hundred.

(6) Prepare Target List of Names

Following the sampling decision, the study director now has two tasks to perform in the sequence leading to completion of the study: (1) select the method(s) to be used (see 6A below); and (2) prepare a target list of names of former students to be contacted. This list can (if desired) be prepared in the form of mailing labels, which can be designed to include codes indicating major, sex and/or other desired characteristics.

Notes on General Flowchart for Follow-up (continued)

(6A-B) Select Method(s), Select or Construct Instruments

It is expected that in most studies at most colleges, mailed questionnaires will be the most feasible vehicle for obtaining data from former students. Other possibilities are telephone or in-person interviews, or combinations of any of the three. Following are some suggestions, gleaned from the literature and from experience to date with SAM for preparing instruments and conducting a follow-up study by mail:

1. design the instrument to require the minimum possible time to complete
2. use as few words as possible in asking the questions
3. use familiar words, don't abbreviate, avoid long expressions
4. use two simple questions rather than one complex one
5. avoid hints as to desirable or expected answers
6. phrase questions to avoid academically or socially acceptable responses
7. place easiest to answer questions near the beginning
8. sequence questions to conform with respondent's way of thinking
9. plan method of tabulating results during questionnaire preparation
10. consider using double postcard for brief questionnaire
11. observe parallelism and exclusiveness in multiple-choice questions
12. make directions brief but complete and set off with distinctive lettering
13. state a deadline of about ten days after mailing
14. don't ask a question unless it clearly relates to the purpose of the study
15. indicate endorsement of the questionnaire by someone held in high esteem by the recipient
16. try out your questionnaire on a few people before you finalize it
17. send questionnaire so it will arrive early in the week
18. if a second mailing is performed, enclose another questionnaire
19. send any second mailing about two weeks after first mailing
20. enclose accompanying letter (except in double postcard mailing) briefly explaining the project and motivating the recipient to respond
21. enclose a self-addressed, postage-paid envelope
22. give prime consideration in designing the questionnaire to motivating its return, secondary consideration to data processing requirements
23. if deemed necessary, assure respondent that names will not be used in any published reports; however, most researchers agree that anonymity is not critical in response rates and it is advisable to be able to make a second contact with non-respondents, thus requiring some kind of identification.

Select Method(s), Select or Construct Instruments (continued)

24. use different color questionnaires for groups you want to study separately

Recent efforts by colleges using the SAM approach confirm the value of many of these suggestions. They also consistently indicate the value of the telephone in conducting follow-up studies. As a result of this input, the use of telephone interviewing is strongly recommended, as outlined below.

On the basis of one mailout, results to date indicate that about 10-20% of those mailed will be returned as undeliverable and one can expect between 15% and 30% usable questionnaires to be returned. If a second mailout is performed, (about 2-3 weeks later) the percent of usable responses will usually reach 30-40%. Defending generalizations on the basis of less than 50% response is at best perilous. If, instead of a third mailout, telephone interviews are used, response rate can usually be brought well above 50% and generalizations are much more defensible. Recent efforts have indicated that appropriately trained students can be quite effective as telephone interviewers and information comparable to that obtained through written questionnaires can be elicited. Some telephone interviewing suggestions:

- (1) make calls in the early evening
- (2) have a carefully structured set of questions, but keep a conversational tone -- vary the order of questions if it seems advisable
- (3) try three times before giving up

(7) Prepare Time Schedule

After the target list of names is prepared and methods and instruments are decided upon, the study is ready to "go." It is suggested at this point that the study director prepare a rigid time schedule for the various steps in the study implementation. Deadline dates can be set in accord with the following time estimates.

<u>ACTIVITY</u>	<u>DAY</u>
1. mail questionnaire	1
2. mail second questionnaire (optional)....	15
3. telephone non-respondents (optional)....	25-30
4. collect responses, tally, and/or keypunch	3-30
5. analyze data	30-35
6. prepare and disseminate reports	36-40

Thus the study should be completed in a maximum of six weeks. Elimination of step 2 and/or 3 can reduce the time significantly but at some risk to generalizations from the study findings.

(8) Collect Data

Among the ways in which follow up studies differ from other studies is that the data arrive over a period of time. While having some obvious disadvantages, this spread of data collection over a time period offers the advantage of utilizing a more leisurely tallying procedure. If carefully thought out formats are prepared in advance for recording the data as it arrives, secretarial help can usually keep tallies up to date during slack periods. For this reason, manual data processing may be preferable to electronic data for tallying and analyzing follow-up responses. A generally satisfactory method is to use several blank questionnaires on which to mark tallies. Each blank questionnaire could be marked to identify desired sub-groupings. For example, if sub-groups are desired for sex (male and female), status (full-time, part-time) and age (under 21, 21-25, over 25) twelve (2x2x3) blank questionnaires should be used. For additional distinctions, different colored pencils can be used. For a larger number of breakdowns, punched cards and electronic data processing equipment are probably advisable.

(9) Analyze Data

After data collection (including tallying) is completed, the study director (or someone else) must take a good hard look at the data with a view toward answering these questions:

1. What concepts that we hold about our program(s) do the data confirm or deny?
2. What do the data tell us about our program(s) that we didn't already know?
3. What should be done as a result of the answers to questions (1) and (2)?

There are several possible approaches to analyzing the data. Again, the specific purposes of the study, its scope, limitations on time and resources are factors which must be considered. A simple tally may suffice one time, while a sophisticated statistical analysis may be appropriate another time. A thorough analysis in one office may be best at one time, while sending relevant completed questionnaires* to specific program heads for their analysis may be more appropriate at another.

It is suggested that highly sophisticated statistical analyses are seldom appropriate, and it is not essential that the study director be able to perform such analyses; however, competent statisticians can nearly always be found on a college staff and their consultation is advised before drawing inferences from "close" data that might have major impact upon a program.

*It is almost always appropriate to send copies of written comments to program heads.

(10) Disseminate Findings

As in other phases of follow-up, there are no hard and fast rules about dissemination of findings -- but data in a desk-drawer or reports on a shelf are not very useful in evaluating or planning programs. The key point is that persons in position to make or influence program modifications must know the results of the study. For some, formal reports are preferred; for others, brief memoranda; for still others a simple presentation of the data in tabular or graphical form will best present the message.

(11) Make Appropriate Program Adjustments

This final step in the follow-up flowchart is the culmination of the efforts -- this is what it's all about. In one sense, this step is not part of the study, it's what should be done as a result of the study. In another sense, it is the study.

III-C. Data for Vocational Education Follow-up Form*

This section presents recommended procedures for obtaining specific information required for completion of the Vocational Education Follow-up Form (CCOE45). The form requests numbers of students who have completed their programs and have left college, numbers of students who have completed occupational skills, and certain employment information about the program completors.

Using the concept that "completion means fulfillment of program requirements that enable a student to enter on a competitive level the occupation for which he has been trained**", this model defines Class 1, 2, and 3 Graduates, Class 1, 2, and 3 Certificates, and Class 1 Achievers as program completors. Class 2 Achievers and Class 1 Partial Completors are considered to have left their programs with "marketable skills."

The accompanying minimum questionnaire provides a vehicle for obtaining the required employment information from completors and the accompanying flowchart outlines a set of procedures leading to completion of the form.

* Also see Chapter VII

** p. 10, Instructions for Preparing Occupational Education Statistical Reports for 1972-73, Chancellor's Office, California Community Colleges.

OCCUPATIONAL STUDENT FOLLOW-UP QUESTIONNAIRE
(Minimum questions for CCOE45)

1. What is your present employment status?

- working, full-time (30 hours per week or more)
(1)
- working, part-time (less than 30 hours per week)
(2)
- not working, looking for a job
(3)
- not working, not looking for a job
(4)
- military service
(5)

2. Which single statement best describes your present job?

- in the occupation for which I prepared while in college.
(1)
- in an occupation related to my college training.
(2)
- in a field not related to my college training.
(3)
- apprenticeship program (specify)_____.
(4)
- not employed.
(5)

3. Are you attending college?

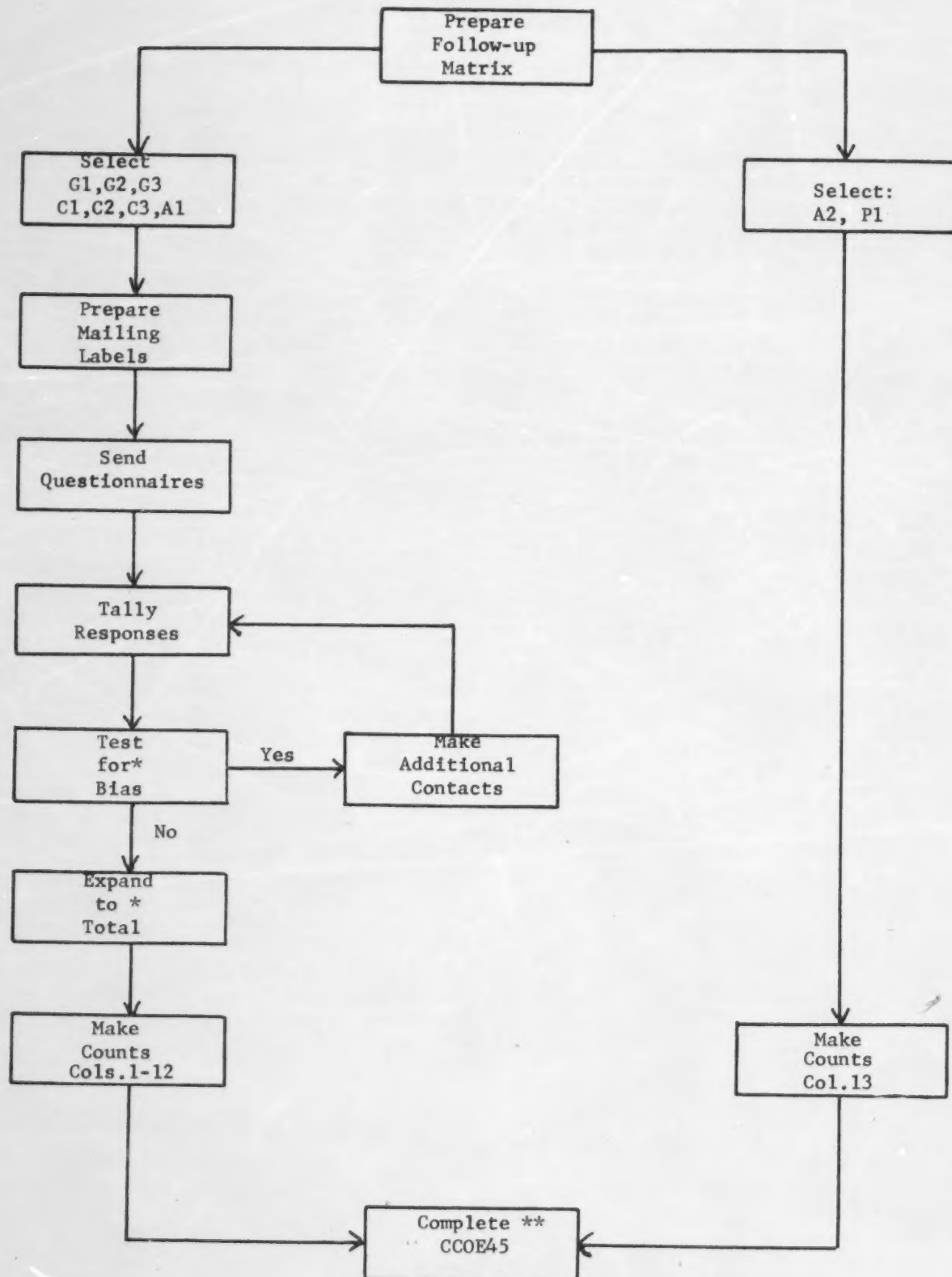
- no
(1)
- yes
(2)

College _____

Major _____

No. of units carried _____

FLOWCHART FOR OBTAINING CCOE45 DATA



* See Appendix B, for suggested methods

** Repeat for each semester (quarter) and totals

Notes on Flowchart for Completing CCOE45

- (1) Groups to be selected from Follow-up Matrix are those defined as Program Completers (G1,G2,G3,C1,C2,C3,A1) and those with marketable skills (A2, P1). The latter requires counts only.
- (2) The form requires figures for all occupational majors according to program. Sampling is usually not appropriate for this purpose. However, it is possible that much of the information can be obtained from students during the last few days of the semester. Thus, 100% mailing (or telephoning if desired) may not be required.
- (3) It is recommended that mailing labels indicating codes for sex and major be prepared and that the questionnaire be designed so that the mailing label will be returned attached to the completed questionnaire.
- (4) Two to three weeks should be allowed for questionnaires to be returned. At this point some check should be made as to "bias" of responses. Some suggestions for testing response bias are given in the appendix, but a general look at distributions of sex, major, and mailing areas will often be sufficient to conclude that the representativeness of the response is adequate. If bias clearly shows, it may be advisable to mail second questionnaires to and/or telephone non-respondents. Although subtle biases are difficult to detect, significant biases are usually not and responses should be at least cursorily examined before response figures are expanded to the total mailing.
- (5) When assured that response bias is suitably low, the CCOE45 should be completed as indicated in the following sections.

Standard Format for Reporting Follow-up Data

One of the fundamental purposes of the SAM model is to obtain information for reporting purposes that is consistent and compatible. In a 1975-76 field test, it was found that differing formats for asking questions made it difficult to obtain data that could be accumulated with desirable accuracy. Therefore, it is recommended strongly that in preparing follow-up questionnaires, the three essential questions indicated on p. 36 (and again on p. 43) be included in all instruments exactly as indicated in the manual. These questions provide all the data needed for CCOE45 form.

Following is a set of instructions for completing the current CCOE45 form using these questions.

Instructions for Completing CCOE45

The current CCOE45 form requires seven columns of numbers (columns are numbered 2, 3, 6, 8, 11, 12, 13).

Numbers are required for each occupational program by sex, with a grand total only for handicapped and disadvantaged students.

Figures for columns 2 and 13 are taken directly from the follow-up matrix. Totals for cells G1, G2, G3, C1, C2, C3, A1 are used for column 2, totals for cells A2 and P1 are used for column 13.

Preliminary figures for columns 3, 6, 8, 11, 12 are obtained from responses to questionnaires. Students indicated in column 2 (or a random sample* thereof) are sent questionnaires.

To obtain preliminary figures for columns 8, 11, 12, 6, follow the schematic shown. Preliminary figures for column 3 are obtained by subtracting the total of preliminary figures for columns 6, 8, 11, 12 from the number of questionnaires mailed. Final figures to be entered in the columns are obtained by multiplying the preliminary figures by the "expansion factor K", as follows:

$$K = \frac{N}{R}, \text{ where } \begin{array}{l} N = \text{number entered in column 2} \\ R = \text{number of questionnaires mailed} \end{array}$$

* most commonly used sampling scheme (for each program and sex) is

<u>No. in column 2</u>	<u>Sample</u>
1 - 49	all
50 - 199	every second student
200 - 399	every third student
400 - 899	every fifth student
900+	every tenth student

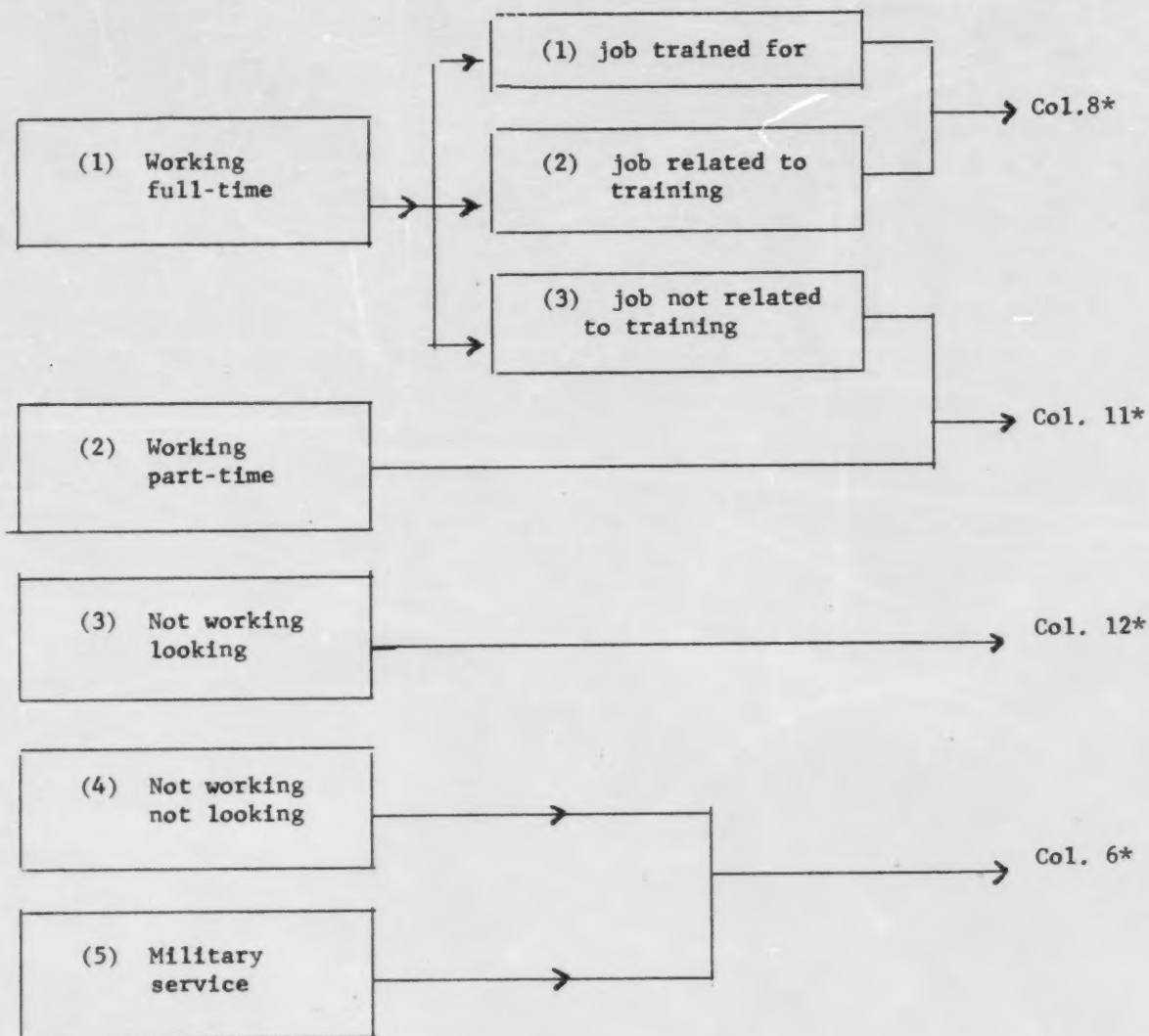
SCHEMATIC FOR CCOE45

Question 1

Present Employment Status

Question 2

Description of job



* Figures are to be multiplied by "expansion factor K" before entering on form. See instructions.

Example:

Program: Finance and Credit 04.0400, Males

From follow-up matrix, 80 students are reported as program completors and 33 are reported as having "marketable skills". These numbers are entered in columns 2 and 13 respectively.

Questionnaires are then mailed to a random sample of 40 males selected from the 80 completors. Assume 25 completed questionnaires are received. Distribution of responses to question #1 is

response #1	14
response #2	5
response #3	3
response #4	1
response #5	2
Total	25

The 14 males giving response #1 to question 1 give the following responses to question #2.

response #1	6
response #2	5
response #3	3

Thus, preliminary figures are:

column 8	11	(6+5)
column 11	8	(5+3)
column 12	3	
column 6	3	(1+2)
column 3	15	(40-25)

Expansion factor is 2 ($80 \div 40$)

Thus, figures entered into column on the form are:

column 2	80
column 3	30
column 6	6
column 8	22
column 11	16
column 12	6
column 13	33

III-D. Data for Program Evaluation and Planning

In accord with the guidelines stated at the outset, follow-up approaches are suggested in this section for five clusters in the follow-up matrix as follows:

1. Graduates, Class 1, 2, 3; Certificates, Class 1, 2, 3; and Achievers, Class 1
 2. Achievers, Class 2; Partial Completers, Class 1
 3. Achievers, Class 3
 4. Partial Completers, Class 2, 3
 5. Non-Completers, Class 1, 2, 3
1. Graduates, Class 1, 2, 3; Certificates, Class 1, 2, 3; and Achievers, Class 1

These students were identified in an earlier section as "program completors" (for CCOE45).

In order to provide information about these students which would be useful to occupational administrators, members of the consortium were requested to indicate the five most important (in rank order) questions they would like to ask occupational program completors. Questions were then resubmitted to the members, together with information as to their ranking, with a request that they be rated on a 0-100 importance scale. Following is an analysis of the results of that procedure.

"Consensus" Questionnaire for Occupational Graduates, Certificates, and Achievers

Questions were suggested by consortium members and then rated on an importance scale of 0 to 100. Figures given are median and "adjusted" range (extremes omitted) for the nine who responded. A high (low) median score indicates a high (low) level of importance. A large range indicates wide divergence of opinion and a small range indicates consensus.

Three questions are labeled "Essential" as they are required to produce data for the CCOE45 form. All had median scores of 100. Three others are labeled "Highly Desirable," each with median score of 95 or above. Four are labeled "Desirable" with median scores in the 80's. The remainder are labeled "Optional."

Essential Questions
(median, range)

1. (100,0) What is your present employment status?
____ Working, full-time (30 hours per week or more)
____ Working part-time (less than 30 hours per week)
____ Not working, looking for a job
____ Not working, not looking for a job
____ Military Service
2. (100,10) Which single statement best describes your present job?
____ In the occupation for which I prepared while in college
____ In an occupation related to my college training
____ In a field not related to my college training
____ Apprenticeship program (specify) _____
____ Not employed
3. (100,10) Are you attending college?
____ No
____ Yes
College _____
Major _____
Units carried _____

Additional questions for those employed

Highly Desirable:

4. (100,20) How well did your college occupational training prepare you for skills you need on your present job?
____ poorly ____ fairly well ____ very well
5. (96,20) Do you feel that your college occupational training was important to you in getting your present job?
____ not at all ____ some ____ a great deal
6. (95,30) What is your current rate of pay*?
____ \$1.99 or less per hour
____ \$2.00 - 3.99 per hour
____ \$4.00 - 5.99 per hour
____ \$6.00 - 7.99 per hour
____ \$8.00 or more per hour

Desirable:

7. (88,50) Please name the three college courses that were of most help to you in your work.

*monthly or weekly units may be preferable if part-time and full-time workers are kept separate.

Desirable Questions (continued)

8. (86,80) Please rate the following according to your college experience.

	<u>Excellent</u>	<u>Average</u>	<u>Poor</u>
Class instruction	_____	_____	_____
Help from instructor outside of class....	_____	_____	_____
Program planning as- sistance	_____	_____	_____
Vocational information available.....	_____	_____	_____
General opinion of college.....	_____	_____	_____

9. (80,27) Which one of the following was most helpful in assisting you in obtaining your first job after leaving college?

_____ Parents, friends, relatives
 _____ The college
 _____ Employment agency (private)
 _____ Employment agency (public)
 _____ Other (specify) _____

10. (80,35) Were you employed prior to taking your work at college?

Yes _____ No _____

At a lower level? Yes _____ No _____

In the same level? Yes _____ No _____

Optional:

11. (75,30) How long did it take you to find your first job after leaving college?

_____ I had it before I left college
 _____ A month or less
 _____ One to three months
 _____ More than three months

12. (75,60) Do you plan to continue your college education to a Bachelor's degree or higher?

_____ Already have Bachelor's degree
 _____ Yes, will continue right away
 _____ Yes, but later
 _____ Probably not
 _____ Definitely no

13. (70,60) Please name the three college courses (of two units or more) that were of least help in preparing for your job.

Optional Questions (continued)

14. (70,60) If not employed in a field related to your occupational training, was your occupational training of value to you?
Yes _____ No _____
If yes, in what way?
15. (60,30) Do you think you will return to this or any college for additional training in order to advance on the job?
Yes _____ No _____ Not sure _____
16. (60,35) How many jobs have you held since leaving college?
_____ This one is my first
_____ Two _____ Three or more
17. (55,25) What was the most important reason you stopped attending college?
18. (50,50) How long do you expect to remain on your present job?
_____ Less than one year
_____ 1 - 2 years
_____ 2 - 5 years
_____ More than 5 years
19. (50,80) Would you be willing to complete a more detailed questionnaire?
Yes _____ No _____
20. (50,80) If not employed, would you like help in getting a job?
Yes _____ No _____

It is suggested that the minimum questionnaire discussed in the preceding section be expanded to include the questions rated as "highly desirable" and others selected by the college.

It is also suggested that, where desirable and feasible, graduates and certificates who are continuing at the college (presumably for non-occupational courses) be included in this group.

Reports from several colleges to date indicate that when asked simply to indicate information about their employers, students have shown little resistance and are willing to provide this information.

Optional Questions (continued)

Inasmuch as employer feedback apparently will be increasingly requested, it is recommended that the question listed below be considered an essential question and be routinely used when following up occupational students.

If employed, please furnish the following information:

Name of employer _____

Title _____

Company/Institution _____

Address _____

Also, any in-depth questionnaire should provide one or more "open-ended" questions requesting comments regarding strengths and weaknesses of the particular program and/or the college in general.

In line with the assumptions stated at the outset of this manual, it is appropriate that a large share of the college resources available for follow-up studies be directed toward the cluster just described. It should by no means be inferred that other groups in the follow-up matrix should receive no attention. To the contrary, it is essential in an overall follow-up plan that information be obtained from partial completors and non-completors.

Following are some suggestions for obtaining information about other clusters indicated at the beginning of this section.

2. Achievers, Class 2, Partial Completors, Class 1

This group was defined (for CCOE45) to be those leaving an occupational program with marketable skills. Depending upon the numbers involved, the resources available, and the pertinence at the time, this group could be sent questionnaires similar to those used above.

Questions relating to employment status, relevance of college preparation, and opinions as to strengths and weaknesses of the college program could produce useful information. However, these students left before completion of an occupational program and questions relating to reasons for this premature (apparently) leaving should surely be included.

Although the two groups (Class 2 Achievers and Class 1 Partial Completors) are not distinguished for reporting on the CCOE45 form, it may well be advisable to separate them for follow-up planning purposes.

"Consensus" Questionnaire (continued)

3. Achievers, Class 3

These non-continuing students completed one or more Priority D occupational courses. It is suggested that these students be contacted, possibly on a sampling basis, to determine reasons for non-attendance, opinions regarding college work, and current activities and their relation to college work. It is possible that many of these students had no intention of pursuing a two year (or less) occupational major.

4. Partial Completers, Class 2, 3

In this group are students who were classified as occupational majors but who left without completing any occupational courses (although they completed some work). It is suggested that this group be contacted periodically, on a sampling basis, with questions designed to elicit reasons for non-completion of occupational courses.

5. Non-Completers, Class 1, 2, 3

This group could probably justifiably be labeled "drop-outs," as they completed no work. They will probably be the most difficult to contact, but should not be ignored in the college plan for follow-up.

It is suggested that an appropriate sample of this group be followed up, with occasional indepth interviews considered as a possible method for probing into reasons for non-completion and leads for possible improvement of the college program.

It should again be emphasized that the above clustering may not be the most appropriate one for a particular college at a particular time. It is strongly recommended that each college set up procedures for routinely producing the follow-up matrix and then designing a follow-up program dependent upon the numbers in the various cells in the matrix, as well as upon particular needs and resources of the college.

Follow-up of Non-Occupational Students

The SAM Consortium has been studying the problem of follow-up of non-occupational students, including some field tests of various proposals. As a result of these efforts, the following recommendations are made:

- (1) The basic framework of the follow-up matrix (p.24) should not be expanded or altered to accommodate sub-groupings of non-occupational students. It is impractical to attempt to classify non-occupational majors in a manner similar to that for occupational majors.

Follow-up of Non-Occupational Students (continued)

- (2) Follow-up surveys of non-occupational students should be conducted periodically, but information obtained directly from transfer institutions provides a major source of information about transfer students and should be studied annually.
- (3) Occasional longitudinal studies of a sample of students (tracking them for several semesters) can be extremely valuable. In this context, a "grade history" file is a useful device.

Time Frames

To improve compatibility of aggregated data, it is recommended that

- (1) enrollment data be counted immediately after the first census week
- (2) for CCOE48, summer prior to Fall semester be included in enrollment counts
- (3) follow-up surveys for CCOE45 be conducted between October and January

III-E. Use of Student "Statement of Intention"

Experience to date in the use of SAM has validated an assumption made early in the project, viz., that a student's major will be better identified by an examination of his or her program than by a statement made by the student. It seems clear, at this point, due to the extreme heterogeneity of community college students on attributes such as age, background, aspirations, reasons for attending college, academic ability, and a host of others, that identification of a student's major by asking the student produces extremely unreliable results.

However, in spite of the student's inability (or unwillingness) to state a major consistent with his or her actions in choosing courses, evidence is accumulating that including a broad "statement of intention" question at registration each semester provides valuable information in planning follow-up studies. Separation of students according to "statement of intention" offers several advantages, among them being flexibility in constructing questionnaires (e.g., different questions can be asked of those on the job who had the job before leaving college) and a possibly better basis for sampling larger groups, e.g., non-completers.

Use of Student "Statement of Intention" (continued)

Following is a suggested format for asking the student's "statement of intention."

Please check one of the educational objectives which best describes the reason for your course selection this semester

1. Pre-employment training

You should describe this as your educational objective if the courses you are taking this semester have been chosen primarily to prepare you for employment. You should indicate the choice only if additional training at a four-year college is not required for jobs in this occupational area.

2. Preparation for transfer

You should indicate this choice if the course work you are taking is primarily intended to fulfill lower division requirements at a four-year college and you plan to transfer to a four-year college upon completing your lower division course work.

3. In-service training

You should indicate this choice if the course work you are taking this semester is primarily intended to improve your skills in an occupational/professional area in which you are already working or have worked.

4. General education

If your reasons for enrolling this semester do not meet any of the objectives listed above, you should choose the general education alternative.

IV . Employer Follow-Up

Introduction

Periodically a college may wish to utilize employer feedback as a part of the follow-up study for a specific occupational program. Information gained through follow-up with employers of former occupational education students can be used along with input from other contacts with employers, students, and college faculty and staff to review and evaluate the occupational preparation provided by the college. The Vocational Education Amendments of 1976 require that information on employer satisfaction with occupational preparation be reported on a voluntary basis in 1978-79 and as a mandate in 1979-80. (See Chapter VII). This section of the Procedures Manual provides some guidelines for conducting employer follow-up based on field test experiences at community colleges in 1975-76 and in 1977-78.

S T E P 1 - DETERMINE THE OBJECTIVES AND SELECT PROGRAMS FOR EMPLOYER FOLLOW-UP

As a part of the decision to include employers in the SAM Follow-up study, determine objectives. There may be a single objective to:

Gain employer feedback on the effectiveness of occupational preparation and utilize that information in program review and modification and for reporting purposes.

Your college may identify additional objectives for conducting employer follow-up, such as to:

- . Improve interaction between college and industry personnel.
- . Develop an accurate description of target jobs.
- . Develop job markets for future program completors.

Since employer follow-up is probably not practical annually for all programs, priorities and criteria for selecting specific programs need to be established. Consideration might be given to:

EMPLOYER FOLLOW-UP (continued)

- . Programs with low placement levels.
- . Programs experiencing marginal enrollments or completions.
- . New programs experiencing first placements.
- . Occupations experiencing rapid technological change.
- . Programs identified in need of review by faculty and advisory committee.

Decide also the levels of occupational preparation or classes of students you want to follow-up with employers - graduates or certificates or all "completers", day and/or evening, pre-service only or continuing education or in-service.

S T E P 2 - DEVELOP THE FOLLOW-UP PROCEDURES

Since the outcome of follow-up may be program modification and change, early involvement of college representatives who may be affected is important. The planning team will probably include program instructors and administrators. Depending on the objectives, you may also wish to have such services as counseling, placement, and work experience represented.

Design of the employer follow up procedures will include:

Budget - from as little as \$1.28 - \$2.00 per employer contact to considerably more depending on the approach.

Time Line or Schedule - probably no less than three months.

Personnel requirements for coordinating, implementing, and analyzing the results of the follow-up study.

Integration of employer and student follow-up.

Students will probably be the key to identifying employers.

Student questionnaires need to be designed to accommodate employer follow-up. Find out the former student's job title (since you may wish to contact only employers of those students working in a job related to the occupational training program), the employer name and address,

EMPLOYER FOLLOW-UP (continued)

and the name and title of the immediate supervisor, since that person will probably have the best understanding of the occupational preparation of your former student.

If student questionnaires are not the source for identifying employers, alternate methods such as instructor or placement files will need to be used.

A student release to contact the employer will probably not be necessary since the information sought will be program rather than personal performance oriented. This is a crucial decision and needs to be clearly understood by college personnel, the former student, and the employer.

Timing for employer follow-up may be influenced by your SAM student follow-up schedule. Six months to one year on the job should provide enough time for a former student to demonstrate entry level skills brought to the job. In most cases, this will be too early to assess more advanced skills provided by the occupational education program. For some occupations you may want to plan for a two stage assessment -- one at six months to one year and the second after two years on the job.

Job mobility and the seasonal nature of some occupations are problems you should anticipate. Both will affect the size of the employer "universe" and your timing decisions.

Sampling generally will not be a factor in employer follow-up since the size of the "universe" will be small enough so you will wish to contact all employers. For some low enrollment programs, it may be advisable to follow-up two consecutive years to have a large enough number of employers to gain significant input.

Employer "readiness" for follow-up is just as crucial as student preparation. Utilize trade and industry associations, advisory committees, and college contacts to prepare employers for follow-up.

S T E P 3 - DETERMINE THE METHOD FOR CONTACTING EMPLOYERS

The objectives, programs selected, procedures, and resources will influence the contact method with employers.

The size of the organization, proximity to the college, and type of occupation also will affect your decision about how to contact the employer.

A variety of contact methods may need to be used. Types of contacts that might be considered include:

EMPLOYER FOLLOW-UP (continued)

Mail questionnaire.

Mail questionnaire with telephone follow-up.

1. With 100% of the employers responding.
2. With a sample of employers responding.

Mail questionnaire with personal interview follow-up.

1. With 100% of the employers responding.
2. With a sample of the employers responding.

Letter of explanation with questionnaire followed by telephone interview.

Personal interview only.

If some form of interview is used, the personnel assigned, whether instructional staff, classified employees, students, or consultants should be trained in interviewing techniques to draw in-depth information from the employer. Interviewing skill may be more crucial than program familiarity.

Reaching the right person, i.e., the former student's immediate supervisor, may be a challenge. In a larger organization, the personnel department may be a vehicle for contacting the supervisor.

100% response is the goal for employer follow-up. To achieve that goal, it will probably be necessary to follow through with non-respondents by mail, by telephone or in person after the first contact. Determine in advance the minimum response level that will provide significant input.

S T E P 4 - DESIGN THE QUESTIONNAIRE

The method and ease of tabulating responses should be considered.

Rated items and open-ended questions used in combination on the questionnaire may draw more complete information.

EMPLOYER FOLLOW-UP (continued)

The questionnaire should anticipate the lack of familiarity that many employers may have with the college program. Questions should be job skills oriented rather than instructional content oriented. It may be beneficial to attach a description of the program and courses required in the mailing to employers.

A letter, if used, to explain the employer follow-up study, should be signed by a college staff member who may be known by the employer. Often, this may be an instructor.

Advisory committee members may provide valuable input to questionnaire and letter content and terminology. Minimum questions required for employer follow-up reports are shown below. A more comprehensive sample questionnaire is shown as Appendix C 9.

S T E P 5 - COMPILE, ANALYZE, AND DISSEMINATE FINDINGS

It may be more practical to tabulate employer responses manually than by computer. This is especially pertinent if the universe is small and if open-ended questions are used along with rated items.

Since the primary objective of the employer follow-up studies is to assist with program modification and review, data should be organized into understandable, usable form.

Data analysis might include comparison of employer and student perceptions of various aspects of employment.

Findings should be distributed to instructional staff, advisory committee members, and appropriate administrators and support services personnel. The input from these knowledgeable persons should be sought and used.

Employer follow-up data may serve as an indicator that additional follow-up activities such as an in-depth study are needed.

S T E P 6 - PLAN FUTURE ACTION

The follow-up study results should be translated into specific changes or considerations that will be made.

Priorities for action and a schedule should be established.

Indicators may point to the need for a more comprehensive in-depth study of a specific occupation.

Selected sample instruments for use in employer follow-up are included in the Appendix.

(Minimum questions for Employer Follow-up Report)

Excellent
Good
Acceptable
Below
Expectations
Poor

- | | | | | |
|----------------------------------|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| No basis for comparison | | | | |
| Individual better prepared | | | | |
| Both are about same | | | | |
| Individual is less well prepared | | | | |

V • Suggestions for Data Processing

During the development of the SAM system, several colleges (or district offices) devised computer programs to produce counts and/or lists of students in the four classes or in the various cells of the follow-up matrix. Some of these programs also identified random samples of students for follow-up and produced mailing labels with appropriate coding.

Approaches used at three college/districts are described briefly in this chapter.

- (1) The Los Rios District produced the first set of programs to implement the Accounting Component of the model. The Los Rios approach consisted of five steps culminating in print-outs showing student counts in each of the four major classes, subdivided according to both CID and Voc-Ed codes, for Fall semester, Spring semester, and full year unduplicated counts. The five steps are as follows:

SAM - 1 Assign Course Priority

Using a college catalog of classes or a computer listing of all classes offered by a school, the campus administrator (usually the dean of vocational education) will prioritize those courses which are determined to be occupational in nature. This annotated listing is then keypunched - one computer readable record (card, etc.) for each course - containing course code, priority, local college major code, CID and USOE number. This table of vocational courses and priority are then used as input to the program which examines the student's schedule and assigns priority and major dependent upon that schedule.

SAM - 2 Course Assigned Majors

Program GW299.01 builds a table in memory consisting of one entry for each course code. Each entry contains the priority code for that course, the local college major code, the CID number and the USOE number. The student master file (census week) is read and the student's class schedule is matched against the table of course priority codes. Output consists of an annotated student master file record containing the highest priority (and related major codes) in which the

SAM 2 - Course Assigned Majors (continued)

student is enrolled. A report containing totals by Class I, II, III, IV as defined in the Student Accounting Model, is also produced. The annotated master file is produced for both Fall and Spring semesters. Both are then input to Program GW299.02 as outlined in Chart SAM-4.

SAM - 3 Program GW299.01

SAM - 4 Unduplicated Counts

Annotated master files from Program GW299.01 are input to Program GW299.02 producing the following results:

1. An output master file containing non-continuing students (Fall only).
2. An output master file containing only continuing (unduplicated) students.
3. A report totaling students by Class, CID, and USOE number for Fall, Spring and Fall-Spring (unduplicated).

SAM - 5 Program GW299.02

Flowcharts for the two programs are presented on following pages.

- (2) Shasta College has produced four programs to fit their data processing system, as indicated in the accompanying three flowcharts. Their programs produce, among other things, counts for the various cells of the follow-up (achievement) matrix and are described by their data processing office as follows:

On page 1 of the Flowcharts, Program SR004 represents the step where the Student Master File is updated to show the student's priority code on the basis of his classes and the course majors from the Course Master File. We then have an updated Student Master File which shows the student's priority. The Student Master File, after it has been updated, is then sorted on a combination of course priority, major code, and student name and goes into Program SRO308 to produce an extract containing only the persons that will actually be needed for the Voc-Ed study. The non Voc Ed students and those that do not fit the qualifications of this study are not carried forward into the extract. This extract will later be used in continued processing.

After the steps just described are completed for both semesters in the school year, we have two extracted files; one from the Fall semester, for example, and the other one from the Spring semester. On page 2 of the Flowcharts, we show these two files being processed by

Suggestions for Data Processing (continued)

Program SRO39. This program is designed to select out the non-continuing students from the Fall semester and produce a third file that will later be used to produce a report showing the unduplicated count of students with their names and requested information. Both of these are two separate steps in the normal SAM processing but fit very nicely into this one program.

On page 3 of the Flowcharts, we show the Student Master File once again being updated with cards that indicate the level of achievement of the student in the last semester. Since our system does not support cumulative transcript files, we have found it necessary to have the Registrar input to Data Processing which students receive degrees, certificates, or the level achievement attained in these areas. After this file has been updated, we can then process the Student Master File against the extract of non-continuing students. This will provide a basis of acquiring all the information necessary for the non-continuing students. With the combination of these two, we are able to produce the achievement matrix showing how many students were graduates in specific areas and how many received certificates. Also, we are able to do things, such as, produce labels for questionnaires and actual postcards that will be mailed to the non-continuing students in the follow-up process.

- (3) Foothill District operates on the quarter system and has developed programs for colleges operating on this system. A brief description of their procedures and system flowcharts follows:

Quarterly Processing

Each quarter the Student Master File, CID Table and CID/USOE Equivalency Table are used to update a Vocational Students File with student characteristics data such as name, address, sex, ethnic code, etc., as needed to identify students for various categories specified on Form CCOE48 and for follow-up processing. The number of classes attempted and completed at each priority level described in the SAM Procedures Manual are retained for classification of students for completion of Form CCOE45. The occupational major code is calculated based on enrollment in specific types of classes as identified in the CID Table.

Annual Processing - Phase I

At the end of each academic year, the Vocational Students File is used to print a report which contains the

Annual Processing - Phase I (continued)

data required to complete Form CCOE48. The attributable ADA will continue to be derived from existing reports for completing the final claim.

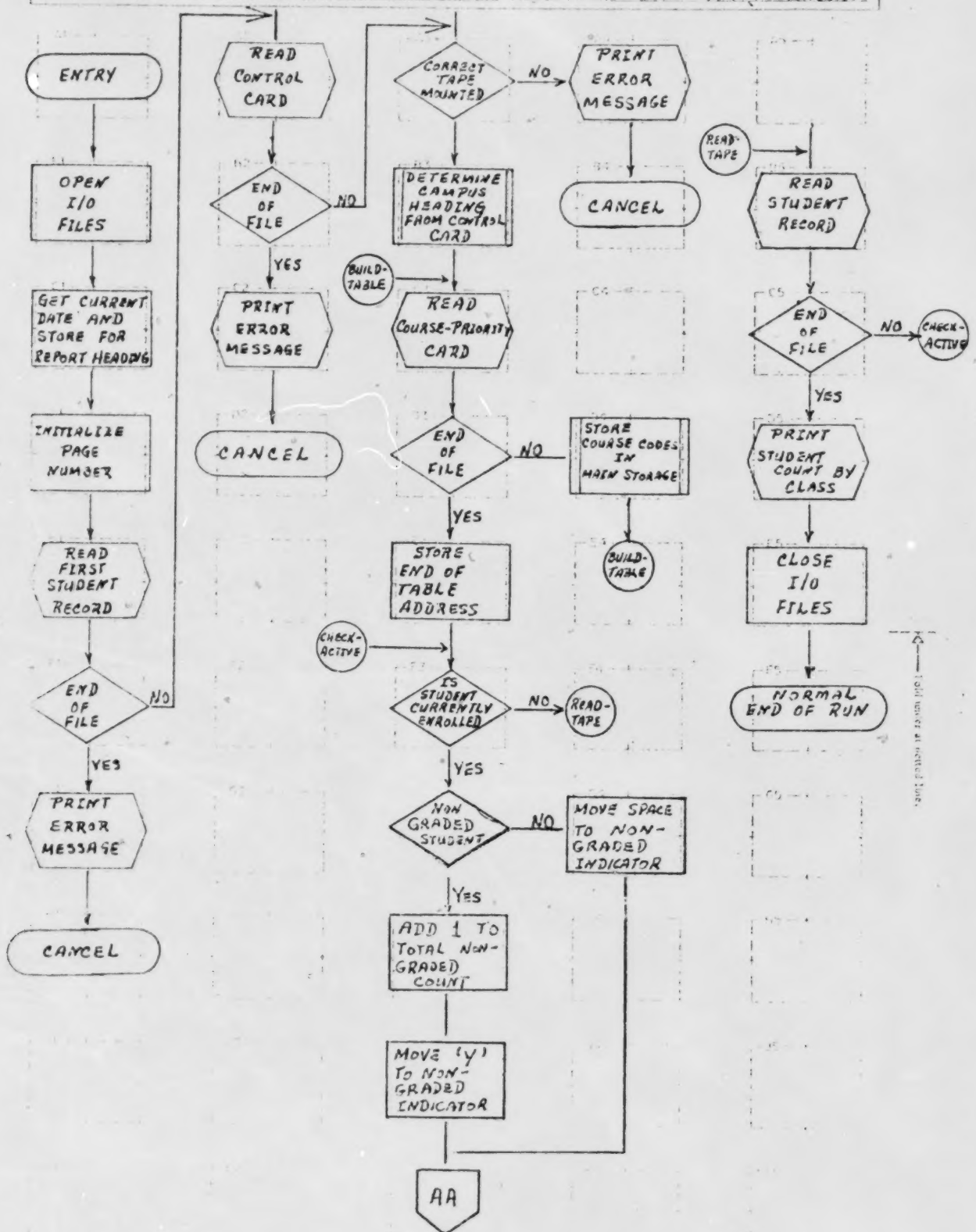
Annual Processing - Phase II

At the beginning of the next academic year the Vocational Students File is matched against the Student Master File for Fall quarter. The records for continuing students are used to create the Vocational Students File for the next year. A Non-continuing Vocational Students File is created for follow-up processing. The Grade History File is scanned to identify students who have graduated or received Certificates of Completion for vocational programs. The Non-continuing Vocational Students File is then used to print a report containing the number of students, for each USOE Code, who completed programs, and the number of students who left the program with marketable skills. This data will be used to prepare Form CCOE45.

Using criteria supplied by the Office of Technical Education, students will be selected by the computer for participation in a follow-up study. A report is produced to indicate the number of students selected from each category so the Office of Technical Education can evaluate whether the selection criteria provide an adequate population of the study. Mailing labels and a listing of students will then be printed for all students selected.

The reader is invited to contact the colleges mentioned above for details of the programs referred to.

Programmer: **WILLIAM J. WELLS** Program ID: **GW299-01** Date: **03/07/74** Page: **1**
Chart ID: **SAM-3** Chart Name: **ASSIGN COURSE MAJORS**



Programmer: **WILLIAM J. WELLS**

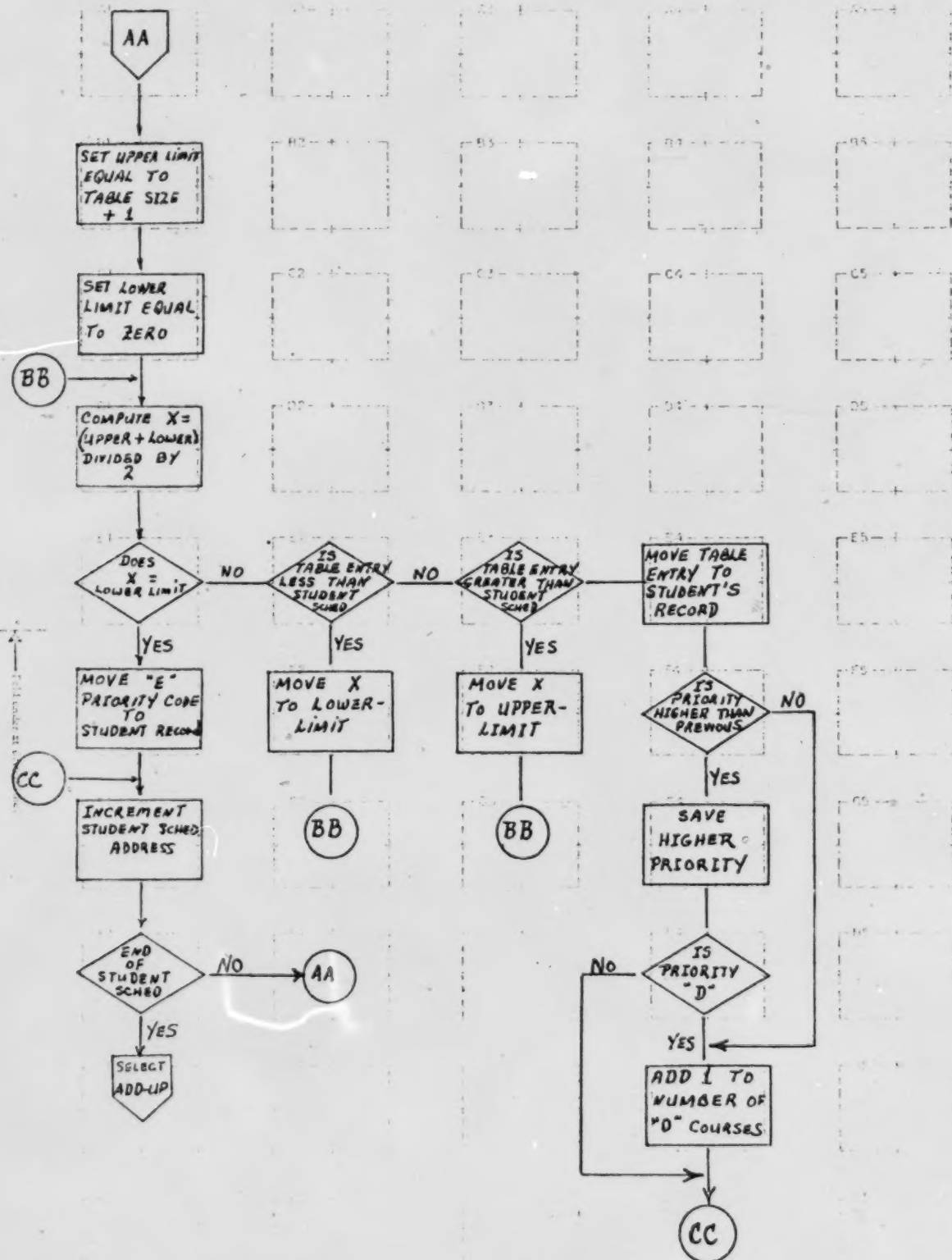
Program No.: **GW299.01**

Date:

Page: **2**

Chart ID: **SAM3** Chart Name:

Program Name:

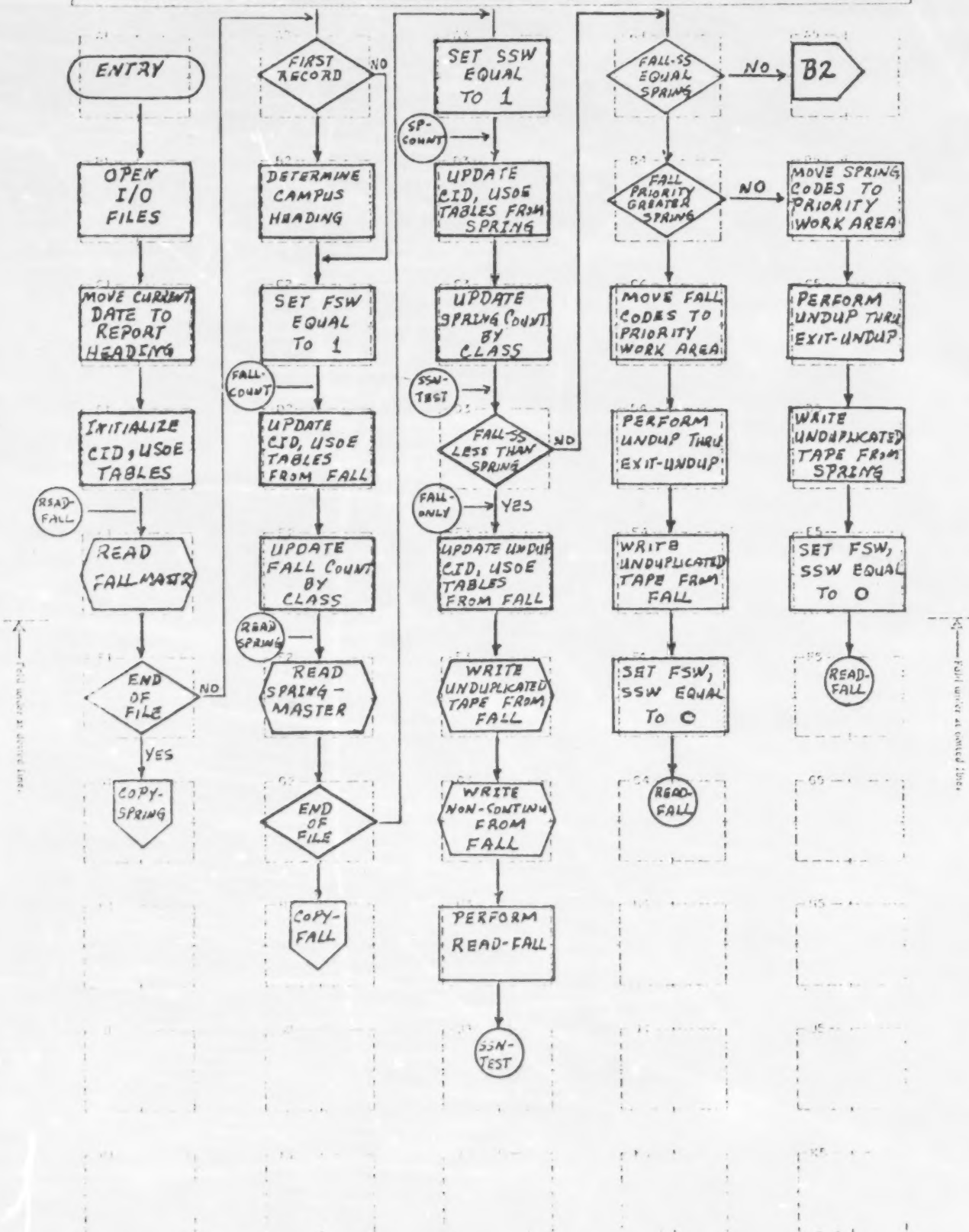


Date: _____ Page: 3

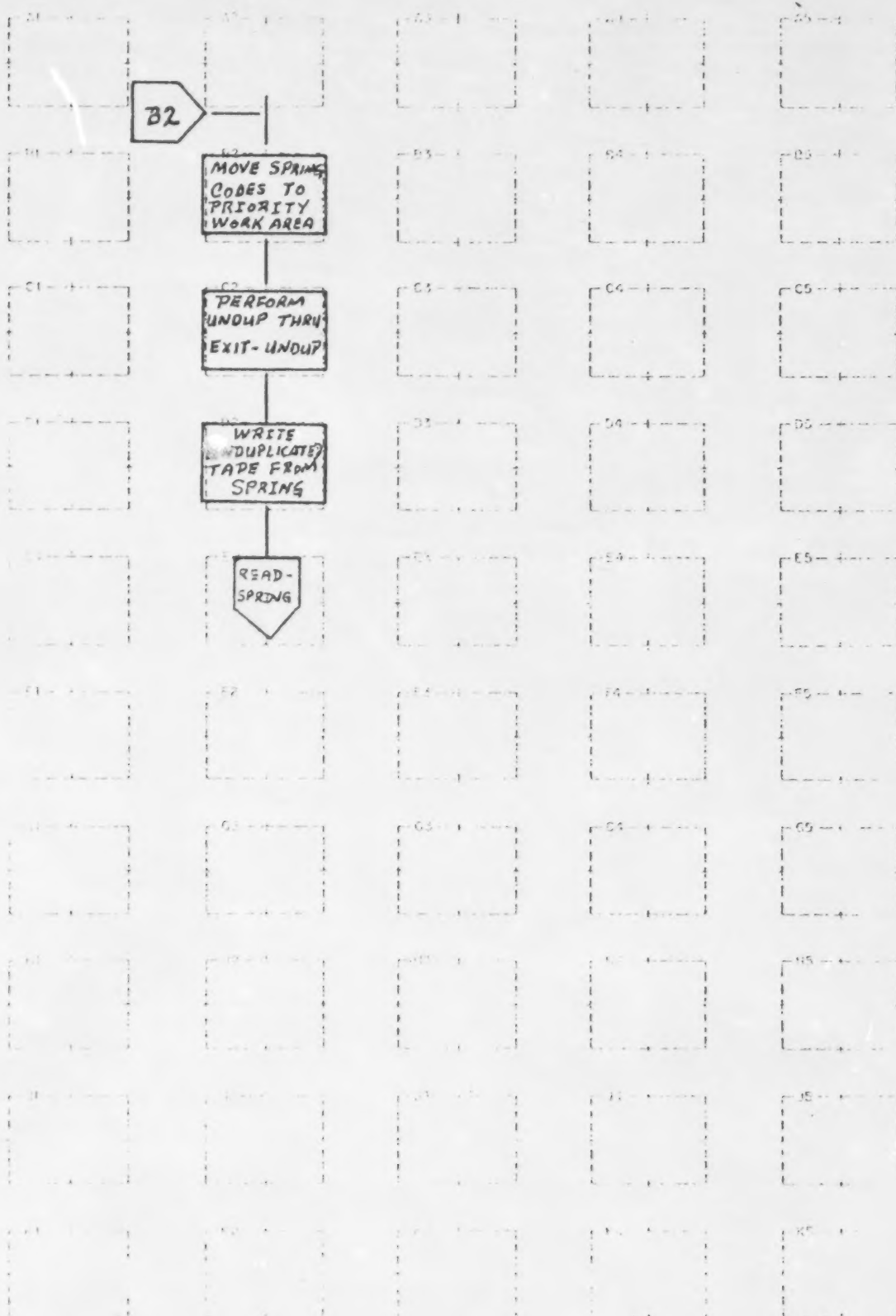
Program Name:



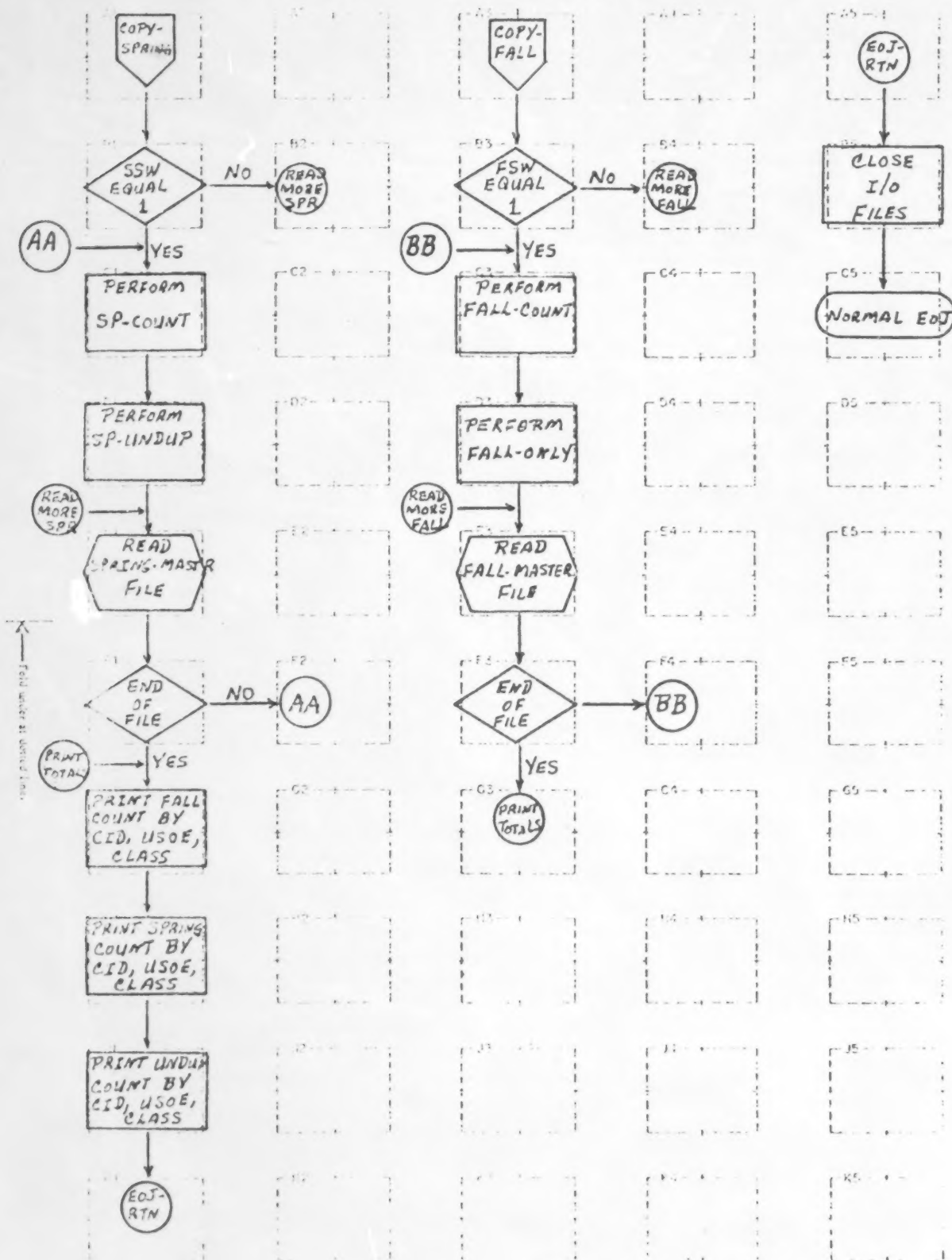
Programmer: **WILLIAM J. WELLS** Program No.: **GW299.02** Date: **07/14/74** Page: **1**
Chart ID: **SAH5** Chart Name: **STUDENT ACCOUNTING** Program Name: **UNDUPPLICATED COUNTS**



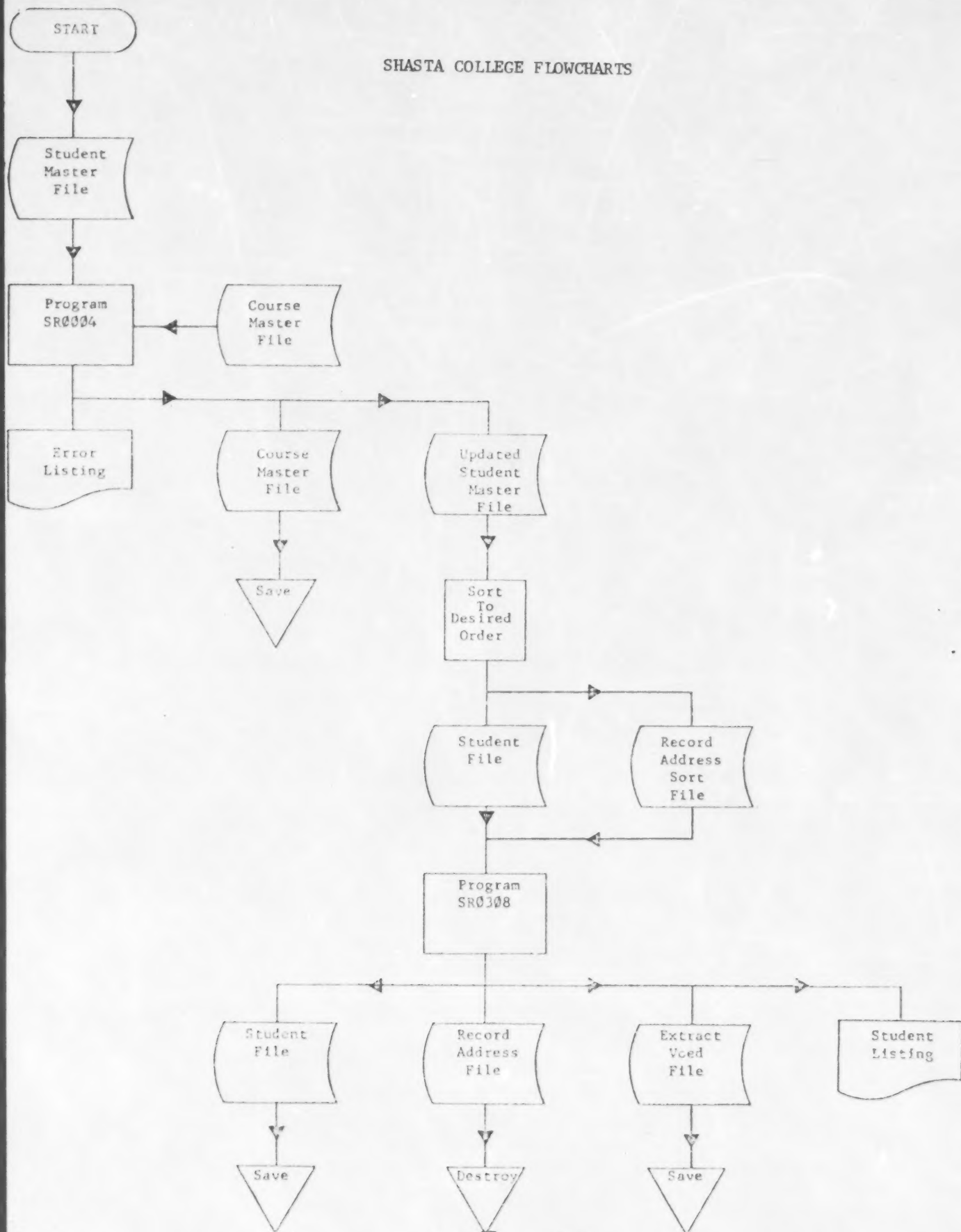
Programmer: _____ Program No. **GW299.02** Date: **07/14/74** Page: **2**
Chart ID: _____ Chart Name: _____ Program Name: _____



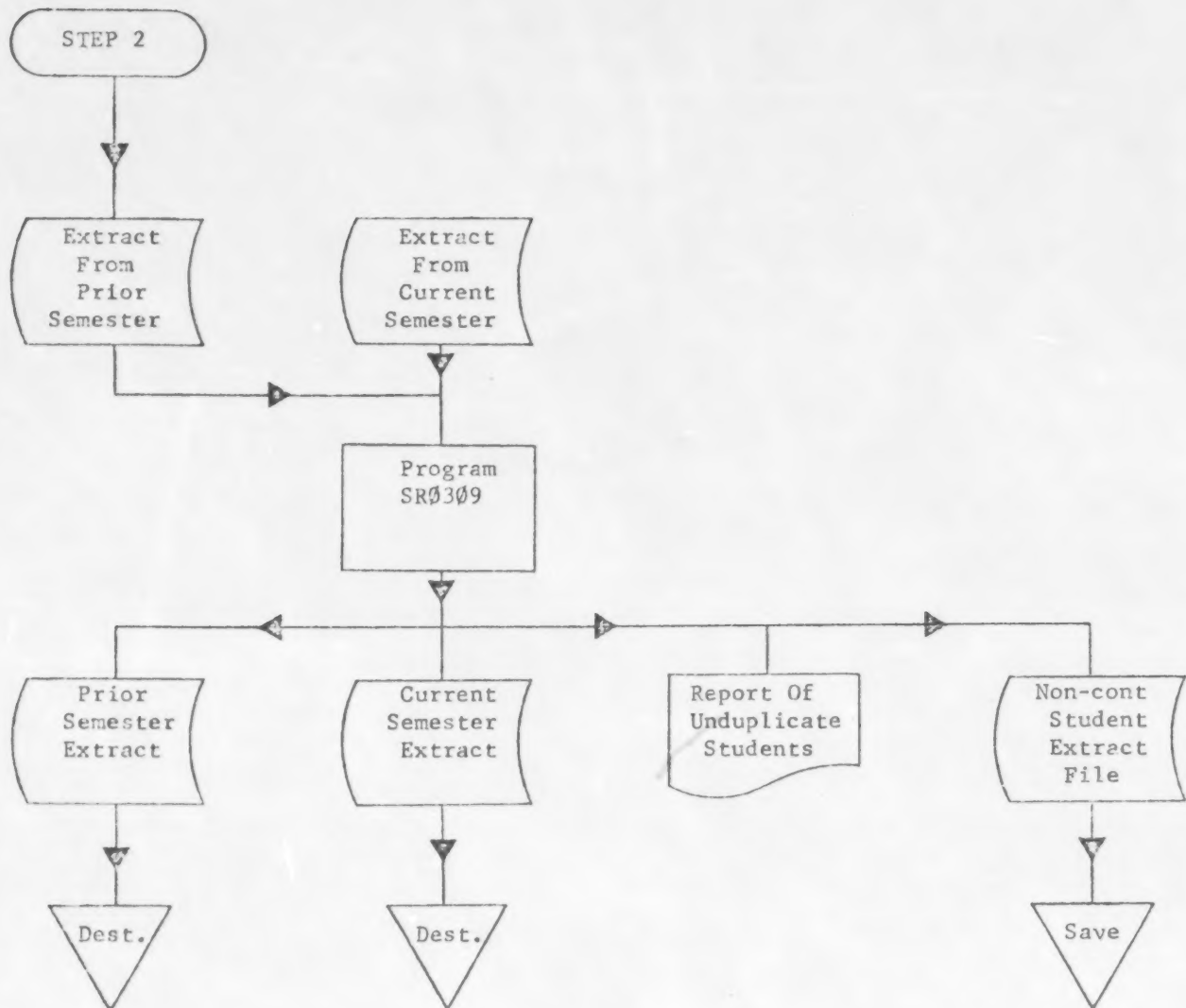
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Chart ID: _____ Chart Name: _____ Program Name: _____



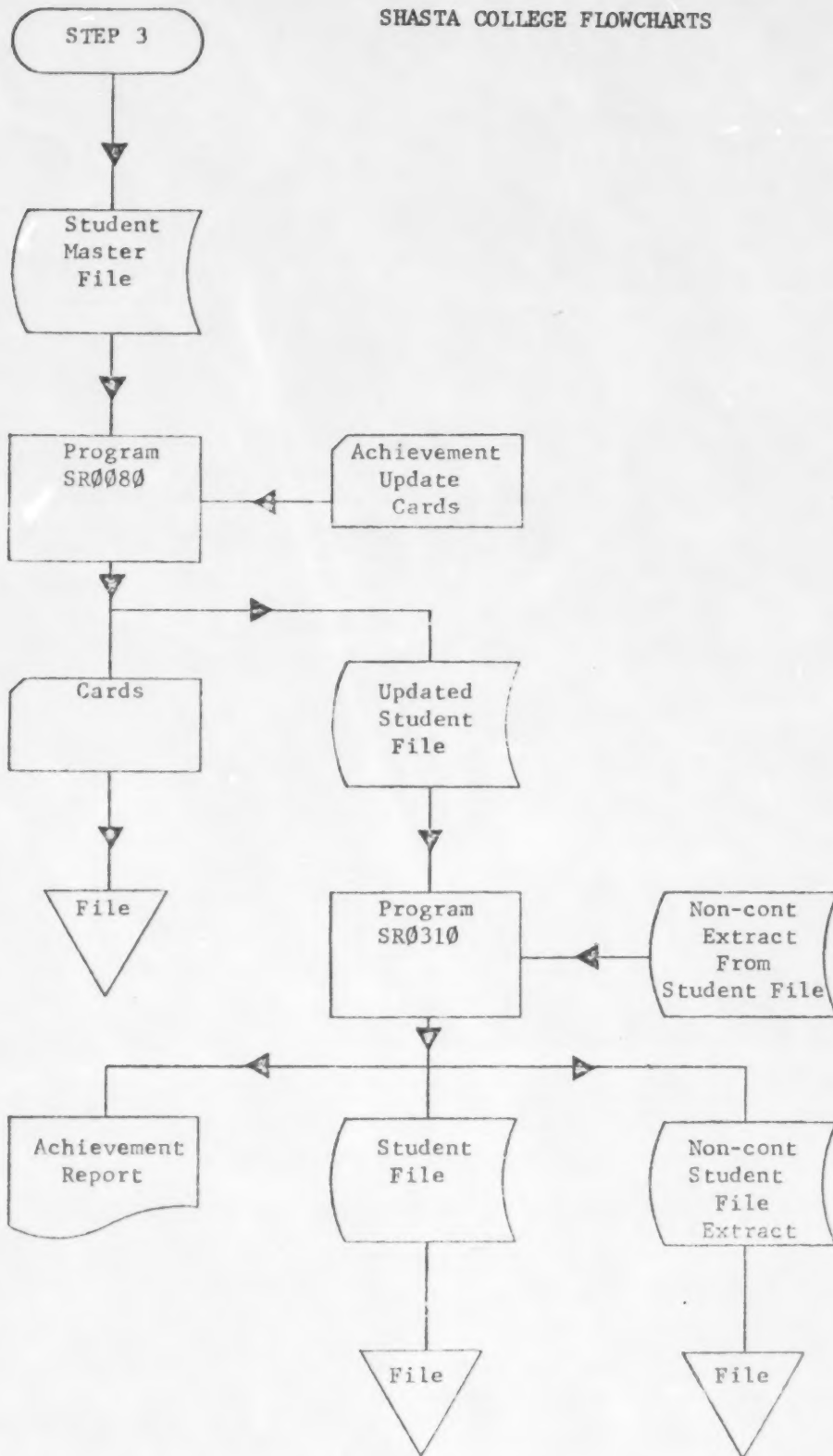
SHASTA COLLEGE FLOWCHARTS



SHASTA COLLEGE FLOWCHARTS



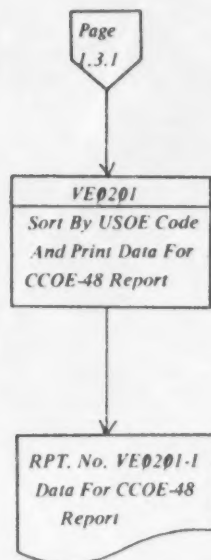
SHASTA COLLEGE FLOWCHARTS



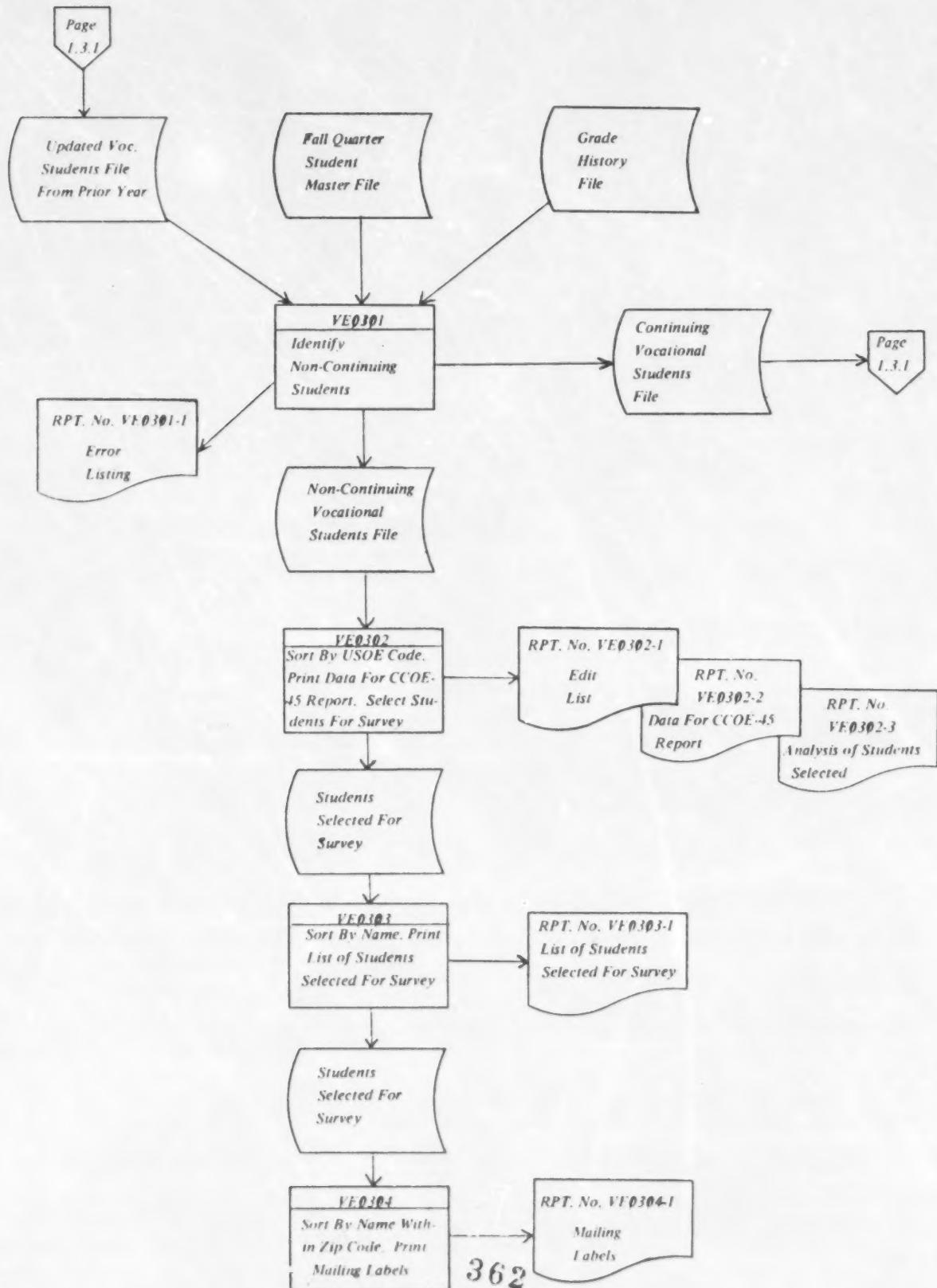
FOOTHILL DISTRICT QUARTERLY PROCESSING



FOOTHILL DISTRICT
ANNUAL PROCESSING, PHASE 1



FOOTHILL DISTRICT ANNUAL PROCESSING - PHASE TWO



VI • Steps in Implementing the Model

Following is a series of tasks, with approximate time lines, designed to assist colleges in implementing the model.

TASK	TIME	OPERATIONS MANUAL REFERENCES
I. Accounting Component		
1. Classify courses Identify all occupational courses Label each with appropriate priority letter Label each with appropriate CID or USOE (VEA) number	Prior to each semester	II-A p. 7-13
2. Identify student occupational majors Examine student's program Place student in Class 1,2,3, or 4 Identify major by CID or USOE code for each student in Class 1,2,3	Census week, each semester	II-B p. 14-16
3. Prepare student Occupational Majors List (OML)	Census week, each semester	II-C p. 17
4. Prepare annotated OML (or expanded SMF) Merge OML with Student Master File (SMF) to identify desired student characteristics	Shortly after census week, each semester	II-C p. 17-20
5. Make counts for CCOE48* Make Fall counts and store; make Spring counts; get total unduplicated counts by totaling Fall and Spring counts, eliminating Fall figures for students enrolled in both semesters	Semester counts shortly after census week, each semester. Total counts after Spring census week	II-C p. 17-20
* Alternative method for step (5) Make Spring counts; add Fall counts for non-continuing students only (requires Step 6)		

Continued on next page

STEPS IN IMPLEMENTING THE MODEL (continued)

	TASK	TIME	OPERATIONS MANUAL REFERENCES
II.	Follow-up Component		
	6. Identify non-continuing students Match current SMF against previous semester SMF (1s of census week)	Census week, each semester	III-A p. 21-22
	7. Prepare Follow-up Matrix Horizontal position (Class 1, 2, 3, 4) determined by Step 2 above Vertical position (G,C,A,P,N) determined by accomplishment during previous year Each non-continuing student placed in appropriate cell of matrix	Shortly after census week, Fall semester	III-A p. 23-24
	8. Select cells of matrix for follow-up Select according to college needs; must include groups for CCOE45	Shortly after census week, Fall semester	III-B p. 24 26
	9. Perform follow-up procedures Design study, collect and analyze data, disseminate findings	Shortly after census week, Fall semester	III-B p. 28-34 III-D p. 42-49
	10. Complete CCOE45 Total counts for Fall and Spring	Late in Fall semester	III-C p. 35 41
XXX	Prepare students for follow-up	All year	III-B p. 26-27

VII . Reporting Requirements of PL 94-482 : The 1976 Vocational Education Act

PL94-requires that "The Commissioner and the Administrator of the National Center for Education Statistics (NCES)... develop information elements and uniform definitions for a national vocational education data reporting and accounting system (VEDS) (which) shall include information resulting from the evaluation required to be conducted...and other information on vocational: (A) students (including information on their race and sex), (B) programs, (C) program completers and leavers"

In May 1978, initial draft forms for collecting and reporting data to meet this mandate were released at the annual meeting of the American Vocational Information Association (AVIA) held in Oklahoma City. (In July, a revised set of draft forms was released). This chapter recommends methods for adapting the SAM model to meet the requirements of those forms which relate to reports on program enrollments and student and employer follow-up.

It should be emphasized that the recommendations to follow are based on the (revised) draft forms (final forms not available at this writing) and some modifications may later be called for. It should also be emphasized that the forms to be described are those which are to be used for aggregation of data at the State level. Forms issued to the colleges may vary from the formats indicated.

Forms to be discussed below include the following: Programs, Enrollments and Terminations Report (which will apparently supersede VE (CCOE) 48), Student Follow-up Report (which will apparently supersede VE (CCOE) 45), and the new Employer Follow-up Report.

These recommendations should be read in conjunction with the VEDS forms and instructions.

1. Programs, Enrollments and Termination Report

The Programs, Enrollments and Termination Report consists of 3 parts. Part A, consisting of seven sections, requests student enrollment and termination data for occupational preparation programs that may be included in VEDS follow-up activities. Part B, containing five sections, requests data on programs for which there is no required follow-up. Part C has one section and provides data on instructional settings for handicapped students. Following are specific requirements for the various parts of the form, together with suggestions for using SAM to obtain the requested data.

Part A, Section 1 requests unduplicated enrollment totals by program. These figures are the same as the totals requested on VE48 with one additional consideration:

Courses associated with more than one six digit program (VEDS examples are Agr 1 and Typ 1) are to be reported in a separate Part B. It is recommended that colleges ensure that all SAM C level courses (as well as B) are clearly assigned to one 6 digit code and that Class 1 and Class 2 majors be totaled and reported in Part A, while Class 3 majors be reported under the "other occupational preparation" stub in Part B.

Part A, Section II requests unduplicated enrollment totals by program by racial/ethnic groups and sex. For accurate counts these items must be indicated on SMF and totaled.

Part A, Section III requests unduplicated enrollment totals by program, according to program level (High School, Postsecondary (AA), Long Term Adult).

The VEDS definitions provide three categories for listing community college occupational programs. Following are recommendations for assigning programs to each of these categories:

- (1) Postsecondary: all occupational programs which lead directly to an AA degree, plus those which lead to certificate or license and provide the student the opportunity to obtain an AA degree by taking additional general education courses.
- (2) Long Term Adult: all occupational programs which lead to a certificate or license other than described above.
- (3) Short Term Adult: all other occupational programs.

Programs will have to be identified as (1), (2), or (3) for appropriate totaling and column placement.

Part A, Section IV requests enrollments in short term adult programs.

As indicated earlier, any programs not leading to an AA or to any kind of certificate or license should be identified and made available for counts in this column.

Part A, Section V requests unduplicated enrollment totals by program according to Special Needs (Handicapped--11 types, Limited English Speaking Ability) Disadvantaged--Learning or Academic), beginning in the 1979-80 year. A student can be counted once only in the special needs columns: a person with two or more needs should be reported in the first appropriate column.

Accurate counting for this section depends upon accurate identification on the SMF. The SAM CHALUI* approach seems most reasonable: each office (or person) capable of determining that a student has a special need should notify the computer data center (via an agreed upon procedure) and the SMF should be updated to indicate that the student has the need. Counts can then be made directly from the SMF.

Part A, Section VI requests unduplicated enrollment totals by program for students involved in cooperative education. This information can probably best be provided by the person in charge of the cooperative education program.

Part A, Section VII (1) requests unduplicated counts by program by racial/ethnic and sex designations (beginning 1979-80) and by program level, for "student completers". A count of handicapped "completers" by program will also be requested beginning 1979-80.

Part A, Section VII (2) requests counts by program, of those who started the program and transferred out, but remained in school.

Part A, Section VII (3) requests information similar to that requested in Section VII (1) for "all leavers" with the additional requirement that counts be provided in two categories...those who completed more than 50% and those who completed not more than 50% of the program in which enrolled.

Information regarding non-continuing students is not available through the SAM system until after first census week of the following semester. It is therefore recommended that figures for this form be based on the previous Fall's follow-up matrix, with the clear understanding that the numbers shown are for the previous year.

* See Appendix A

Part A, Section VII (continued)

Identification of students as completers, leavers completing over 50%, and leavers completing not more than 50% can be operationally defined by the SAM Follow up matrix, as follows:

completer:	Cells G1, G2, G3, C1, C2, C3, A1
leaver > 50%:	cells A2, P1
leaver ≤ 50%:	cells A3, P2, P3, N1, N2, N3

Numbers of students who transferred out of a program but remained in school can be obtained by recording the number who were enrolled in the program in the Fall but whose major in the Spring showed a different code. This procedure can be programmed into the run producing the form.

Part B requests enrollments for programs not requiring follow-up activities. These include three areas:

- (1) Other Occupation Programs
Figures entered here should be those (as noted above) for student majors in SAM Class 3. (D courses should be coded to indicate broad level--2 digit USOE).
- (2) Consumer and Homemaking programs (09.01 USOE).
- (3) Industrial Arts (10.00 USOE).

All sections of Part B request information parallel to that requested in Part A, except that in Section V, totals only are required for the Handicapped figures.

Part C will, beginning 1979-80, request enrollment of handicapped students by type of setting.

Each handicapped student should be counted once only by instructional setting. Categories are regular program, mixed program (part vocational, part special), separate program (regular instruction, special program), separate facility, and other (hospital or house).

II. Completer/Leaver Follow-up Report

The Completer/Leaver Follow-up Report (and the Employer Follow-up Report) will be required beginning 1979-80 for follow-up of 1978-79 students reported in Part A of the Program Enrollment and Termination Report.

Completer/Leaver Follow-up Report (continued)

The student follow-up universe consists of both completers and leavers of postsecondary (AA) and long term adult programs covered by the state plan. Transfers and short term adults are not included.

Present state plans call for each college to follow up students in one-fourth of their programs each year according to a predetermined schedule. Although the VEDS instructions do not specifically permit sampling within these groupings, sampling according to the SAM criteria (along with repeated attempts to obtain responses) is defensible and therefore recommended. The SAM minimum questionnaire is adequate for the form, if two questions are added: (1) an employer identification question, and (2) a question on current salary. (See pp. 43 and 46 for sample questions).

Questions must be sent to all completers and all who completed more than 50% of their programs (using sampling as indicated above).

Questionnaires should also be sent to 10% (or less) of the leavers who completed not more than 50%.

The Completer/Leaver Follow-up consists of four parts, as follows:

Part A (1) Employment Status (Follow-up) by Instructional Program (Completers only)

Part A (2) Employment Status (Follow-up) by Instructional Program (Leavers $>$ 50%)

Part A (3) Employment Status (Follow-up) by Instructional Program (Leavers $\leq$ 50%)

(1) and (2) request employment status figures by program area. Horizontal headings are similar to those for the old VE (CCOE) 45 and figures can be obtained using methods similar to those described earlier in the manual. (3) has the same horizontal headings but asks for total figures only, not extrapolated from the sample. Thus, in (1) and (2), totals should match population totals for the programs followed up, while in (3) the total should equal only the number of those sent questionnaires.

Completer/Leaver Follow up Report (continued)

**Part B Employment Status (Follow-up) by Racial/ethnic/
Sex Designation**

Horizontal headings for Part B are the same as those for Part A. Vertical headings, however, indicate racial/ethnic and sex categories. Totals should match totals for Part A (1) and (2), completers and leavers > 50%.

**Part C Employment Status (Follow-up) of Handicapped
Students**

This one row table has the same vertical headings as Parts A and B and the figures should be those for handicapped completers and leavers over 50% only.

**Part D Field of Employment and Average Salary by
Instructional Program**

This part requires that returned follow-up questionnaires be evaluated by coding into 2 digit codes (provided by VEDS) the employment status of all those who are indicated in Part A (1) and (2) as being employed in a related field and not pursuing additional training. It will also require an average hourly salary (arithmetic mean) for each group.

III. Employer Follow up Report

The Employer Follow-up Report requires that a questionnaire be mailed to employers designated by students returning questionnaires sent to them. Employers are to rate the employee's training along five scales (technical knowledge, work attitude, work quality, overall rating, relative preparation). A coding system permits racial/ethnic/sex designation, level of program and completion status, and six digit program code without student identification (the employer is to tear off the page identifying the student).

The three parts of the form request numbers of respondents and mean scores along the five scales according to:

- Part A: Instructional Program
- Part B: Racial/Ethnic/Sex Designation
- Part C: Program Level/Completion Status

The employer follow-up questionnaires are to be sent only to employers of completers or leavers > 50% who are employed in jobs related to their instruction.

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APPENDIX A

IDENTIFICATION OF DISADVANTAGED STUDENTS

SAM CHALUI, utilizing SAM designated B, C, and D courses provides a systematic process to identify and to assist occupational students who meet the disadvantaged criteria under the Federal Vocational Education Act. SAM A courses are not included as it is assumed that students in an apprenticeship program will not fall into the category of potential non-successful students.

This research and development project, sponsored by the Chancellor's Office, is based in San Jose City College and operating under the advisement of a statewide consortium of community college representatives who are actively involved in the development of the SAM CHALUI concept. This method will add to the quality and accuracy of the information reported annually to the Chancellor's office.

The SAM CHALUI process involves an instructor, counselor, or student initiated referral system utilizing student needs as the mode of identification. IBM cards are provided to counselors and vocational instructors at the beginning of the semester. The referral needs are identified on the IBM card which contains the area of specific need utilizing CHALUI indicators:

Counseling
Health
Attendance
Language
Underachiever
Instructional

As soon as the potential non-successful student is recognized, an IBM card is forwarded to the SAM CHALUI office with the area of student need indicated by checking the appropriate CHALUI student need indicator.

Two integral concepts are essential. Included within the process is the provision for ongoing feedback and discussion with the referral person, support and/or other services involved. The second important element is an ongoing follow-up system whereby the student is followed throughout the semester to ascertain that the student's needs are being met. Again, ongoing feedback is given to the concerned instructor.

Many students recognize their own needs; therefore, the process provides for self-referral. Although support services and assistance are available for students, SAM CHALUI gives the student direction in meeting his individual needs. The San Jose project has found that the majority of students who need help either do not know where to seek assistance, are unable to say "I need help", or are unaware assistance is available. The SAM CHALUI process solves these difficulties, while at the same time ascertaining, by coordination of services, that the student is not fragmented.

APPENDIX A (continued)

Key to the success of the project is the involvement and concern of the total San Jose occupational support and remedial staff. Commitment by both the Board of Education and administrators is requisite to its success.

Involvement and dedication of the San Jose campus is indicated by the SAM CHALUI phrase, "Emotions and learning go hand in hand. Joy and Happiness are twins to be shared, but the converse is also true; problems have to be shared too."

Information can be obtained through Dr. William Morris, Research and Evaluation Specialist, Sacramento; Dr. Greg Ohanneson, Assistant Dean, or Dr. Hazel Smith, Project Director, San Jose City College. Consortium members can also be contacted.

Consortium members:

Dr. Lois Callahan	College of San Mateo (Project Originator)
Ed Alfaro	Laney College, Oakland
Issac Guzman	El Camino College, Los Angeles County
Ken Hunt	East Los Angeles College
Edward Pearce	Cuesta College, San Luis Obispo
Robert Thompson	De Anza College, Los Altos
Bruce Stewart	Mira Costa College, Oceanside

Submitted by Hazel Smith, Project Director

APPENDIX B

SAMPLING IN FOLLOW-UP STUDIES

Two of the knottiest problems in follow-up studies are: (1) guaranteeing that those responding in the study are representative of the population under study, and (2) cost (in terms of money, personnel, and time) of making contacts with former students and obtaining appropriate information from them.

A carefully structured sampling plan can often help in solving both of these problems. The following pages offer some suggestions for use of sampling in conducting follow-up studies.

Some important points to note:

- (1) For any sample to be representative of a population within desired probability limits, the sample must be selected randomly, i.e., every member of the population being sampled must have the same chance of being selected in the sample.
- (2) Sample size is much more important than what percent it is of the population. A ten percent sample of ten is meaningless; a ten percent sample of 100,000 is wasteful. Note (from Table p. 3), for example, that a random sample of 600 gives results within $\pm 4\%$, even if the population were infinitely large. But also note, that for a small population of 100, the same accuracy requires a sample of 86.
- (3) Simple random sample (see p. 88) is probably the most appropriate method for most follow-up studies.
- (4) Proportional stratified random sampling (see p. 92) is useful in certain studies where a large heterogeneous group can be easily partitioned into subgroups, each of which is internally homogeneous (relative to the total).

Some advantages of stratified sampling are:

- (a) provides data of known precision* for sub-populations.
- (b) often more convenient to administer.
- (c) may bring about gain in precision of estimates for the whole population.

Stratified sampling can occasionally be useful in broad scale follow-up studies, but its usefulness is severely limited when many differing majors are to be included, as is usually the case in occupational follow-up.

* precision will be less, however, as samples are smaller

APPENDIX B (continued)

- (5) Tables on the following pages apply to data involving attributes (not measurements) of people involved (e.g., percent male, percent working, percent working in field, percent giving favorable response). If data involves measurement and produces averages (e.g., average monthly salary, average number of hours per week employed, average on a rating scale), sample sizes can be even lower than those indicated.

The items listed below are presented on the following pages:

Table for Selecting Sample Size

Procedure for Selecting a Random Sample

Procedure for Identifying Follow-up
Response Bias

Table for "Check" Questions

Procedure for Extrapolating Sampling Re-
sults to Entire Population

Procedure for Selecting a Proportional
Stratified Random Sample

TABLE FOR SELECTING SAMPLE SIZE

If your popula-
tion is of size

and you want to guarantee* that
your sample percent reflects your
population percent within

then you
should use
a sample of size

	+1%	+2%	+3%	+4%	+5%	+6%	+7%	+8%	+9%	+10%
100	99	97	92	86	80	73	67	61	55	49
150	148	142	132	121	108	97	85	76	67	59
200	196	185	169	151	132	115	99	86	75	65
250	244	227	203	177	152	130	110	94	81	70
300	291	267	235	201	169	142	119	101	85	73
350	338	306	264	222	184	152	126	106	89	76
400	385	343	291	241	196	161	132	110	92	78
450	430	379	317	258	208	168	137	113	94	80
500	476	414	341	273	218	174	141	116	96	81
600	565	481	385	301	235	185	148	121	100	83
700	653	542	423	324	249	194	154	124	102	85
800	739	601	458	343	260	201	158	127	104	86
900	823	655	489	361	270	206	161	129	105	87
1000	906	706	517	376	278	211	164	131	106	88
1200	1067	801	565	401	292	219	169	134	108	89
1400	1222	885	606	421	302	225	172	136	110	90
1600	1372	961	641	437	310	229	175	138	111	91
1800	1516	1029	670	451	317	233	177	139	112	92
2000	1656	1092	696	462	323	236	179	140	112	92
2500	1984	1225	748	485	333	242	182	142	114	93
3000	2286	1334	788	501	341	245	184	143	115	94
3500	2566	1425	818	513	347	248	186	144	115	94
4000	2824	1501	843	522	351	251	187	145	116	94
4500	3065	1566	863	530	354	252	188	146	116	95
5000	3289	1623	880	536	357	254	189	146	116	95
6000	3693	1715	906	546	362	256	190	147	117	95
7000	4049	1788	926	553	365	257	191	147	117	95
8000	4365	1847	942	559	367	259	192	148	117	95
9000	4647	1896	954	563	369	260	192	148	118	96
10000	4900	1937	965	567	370	260	193	148	118	96
15000	5856	2070	997	578	375	263	194	149	118	96
20000	6489	2144	1014	583	377	264	195	149	118	96
25000	6939	2191	1024	587	379	264	195	150	119	96
Infinitely large	9604	2401	1067	600	384	267	196	150	119	96

For example, if you have a population of 5,000 people and you want the sample percent to be within 4% of the true population value, you should use a sample size 536.

* odds 19 to 1

SUGGESTED PROCEDURE FOR SELECTING A RANDOM SAMPLE

1. Determine the sample size desired (see Table).
2. Assign a number to each member of the population.
3. Divide the population size by the sample size and round down to nearest whole number, obtaining the "skip" number.
4. Select a "start" number (smaller than or equal to the "skip" number) by random procedure (e.g., take the next to the last digit of your telephone number).
5. Draw the sample by selecting the person assigned the start number and succeeding persons assigned numbers obtained by successively adding the "skip" number.

Example:

It is decided that sampling is appropriate for a population of 3,500 and accuracy is desired within $\pm 4\%$. From the table, the sample size is determined to be 513. Skip number is $3500 \div 513 = 6$. Take start number to be 5. Sample consists of those with numbers 5, 11, 17, 23, 29, 35, ... (every 6th until 513 obtained).

A simplified sampling scheme which is used in follow-up studies at some colleges is as follows:

<u>Population</u>	<u>Sample</u>
1 - 49	Every student
50 - 199	Every second student
200 - 399	Every third student
400 - 899	Every fifth student
900+	Every tenth student

SUGGESTED PROCEDURE FOR IDENTIFYING FOLLOW-UP RESPONSE BIAS
(Mail or Telephone)

1. Include two or three "check" questions* for which total population percentages are known, e.g., sex, ethnic, high school source, etc.
2. Compare response percents with population percents on "check" questions.
3. If "check" question differences are all within allowable limits (see Table), assume response sample is representative.
4. If one or more "check" question differences are outside allowable limits, response sample cannot be assumed representative and you should do one of the following:
 - (a) make further efforts at increasing number of responses
 - (b) prepare report, clearly indicating the nature of the bias and indicating that findings can not be generalized

If use of "check" questions is not possible, a telephone survey of random sample of non-respondents is advisable. Responses of this group can be compared with those of the previous respondents. For a discussion of recent experience using this technique, see "Representative Sampling", College of the Mainland Project Follow-up, Tarrant County Junior College District and Texas Education Agency, August, 1976.

* It is of course best to use as "check" questions characteristics which are related to those which are of concern in the follow-up study. The "check" procedures indicated do not guarantee lack of bias, but should aid in reducing it.

TABLE FOR "CHECK" QUESTIONS

If you mailed to (or
phoned) this many
people

and your response rate is

then you can be
reasonably* con-
fident your re-
sponse is unbiased
if differences on
your "check" ques-
tions are not
greater than

	10%	20%	30%	40%	50%	60%	70%	80%	90%
50									5
100								5	3
150							5	4	3
200						5	5	3	2
250						5	4	3	2
300						5	4	3	2
350					5	4	3	3	2
400					5	4	3	2	2
450					5	4	3	2	2
500				5	4	4	3	2	1
600				5	4	3	3	2	1
700				5	4	3	2	2	1
800			5	4	3	3	2	2	1
900			5	4	3	3	2	2	1
1000			5	4	3	3	2	2	1
1200			4	3	3	2	2	1	1
1400		5	4	3	3	2	2	1	1
1600		5	4	3	2	2	2	1	1
1800		5	4	3	2	2	2	1	1
2000		4	3	3	2	2	1	1	1
2500		4	3	2	2	2	1	1	1
3000	5	4	3	2	2	1	1	1	1
4000	5	3	2	2	2	1	1	1	1
5000	4	3	2	2	1	1	1	1	0
10000	3	2	1	1	1	1	1	0	0

RESPONSE NOT ADEQUATE

* odds are 19 to 1

Example:

If total mailing is known to be 56% male, and you sent 250 questionnaires, a 60% response can be assumed to be unbiased (at least as far as sex is concerned) if the respondent percent male shows between 51% and 61% male ($56\% \pm 5\%$).

PROCEDURE FOR EXPANDING FROM RESPONSE SAMPLE TO POPULATION

1. Compare population and response sample values on "check" questions. If any differences are outside allowable limits, extrapolation should not be made.
2. If response rate is less than 80%, "oversampling"* is recommended, e.g., additional people should be contacted. To determine the number of additional contacts, divide the original sample size by the response rate (to get total necessary) and subtract the number of responses already obtained.

Example:

If a sample of 600 produced a 75% response,

a total of $\frac{600}{.75} = 800$ (or an additional 200)

people should be contacted.

3. If "check" questions indicate lack of bias and number of responses is increased by "oversampling" (if necessary) percents and averages calculated in sample can be considered reliable estimates of the true population values.

* This obviously can not be done if initial contacts were made to the entire population. Also, for low response rates, the recommended oversampling can be rather large. Compromises based on judgment and experience will have to be made.

PROCEDURES FOR SELECTING A PROPORTIONAL STRATIFIED RANDOM SAMPLE

1. Decide on the stratification variables.
e.g., 4 levels of major, received (or not) Associate Degree
2. Partition the population into appropriate strata.
e.g., population of 5,000 stratified on degree and major might be:

Degree ?	Occup. Cl. 1	Occup. Cl. 2	Occup. Cl. 3	Non- Occup.	Totals
Yes	600	800	300	1300	3000
No	600	500	200	700	2000
Totals	1200	1300	500	2000	5000

3. Determine the proportion of the population in each stratum by dividing the number in the stratum by the total number in the population.
e.g.,

Degree ?	Occup. Cl. 1	Occup. Cl. 2	Occup. Cl. 3	Non- Occup.	Totals
Yes	12	16	6	26	60
No	12	10	4	14	40
Totals	24	26	10	40	100

(figures now indicate percents)

4. Determine total sample size desired (from table or other considerations) e.g., assume in this example sample of 400 desired.
5. Determine stratum sample sizes by multiplying total sample size by percents obtained in step 3.

Degree ?	Occup. Cl. 1	Occup. Cl. 2	Occup. Cl. 3	Non- Occup.	Totals
Yes	48	64	24	104	240
No	48	40	16	56	100
Totals	96	104	40	160	400

6. Select sample for each stratum, using random sampling procedures.

Appendix C - SAMPLE INSTRUMENTS

C 1. Sample In-Class Questionnaire

To the student:

The purpose of this questionnaire is three-fold: (1) to provide necessary information for funding purposes; (2) to provide the college information to help us better meet student needs, and (3) to be of assistance to you in career planning. If you have completed this form in another class, it is not necessary to complete another one.

When you later receive a follow-up questionnaire, we would appreciate your completing and returning it promptly. Thank you.

STUDENT PLANS FOR NEXT SEMESTER

Instructor _____
Course _____
Date _____

Name _____ College Major _____

PERMANENT address _____
(Street) (City) (State) ZIP

Telephone Number _____

Indicate below relative (or friend) who will always know your address.

(Name) (Street) (City) (State) ZIP

Please check (and complete) any of the following that are appropriate.
(To the best of your knowledge at this time)

- _____ I plan to return to this college next semester.
_____ I plan to transfer to _____ (college).
_____ I plan to work full-time next semester.

_____ I am fairly certain I will be employed
with (name and address of employer)

_____ I think I may have a job but am not
sure. (name and address of prospective
employer)

_____ I have no prospects for employment at
this time and I would appreciate assis-
tance.

C 2. Sample Exit Interview Form

Student Withdrawal Form

Date _____

Name _____ ID # _____

Permanent Address _____
(Address) (City) ZIP

College Major _____

Have you been employed this semester? No _____ Yes _____

1/4 time _____ 1/2 time _____ 3/4 time _____ full-time _____

Do you plan to return to this college? Yes _____ No _____ Not sure _____

Do you plan to transfer to a four-year college?

Yes _____ No _____ Not sure _____

How well do you feel this college served you?

excellently _____ adequately _____ poorly _____

Please check (one or more) reasons for your withdrawal:

_____ insufficient funds

_____ personal or family illness or accident

_____ transportation problem

_____ going to work full-time
(have you found a job yet? Yes _____ No _____)

_____ unhappy with schedule

_____ family moving away

_____ going to another school

_____ conflicting job hours

_____ not enough time to study

_____ personal, prefer not to state

_____ other (please describe) _____

Please write any comments on the back of this sheet.

C 3. Sample Follow-up Alert Letter

Dear _____:

Our records indicate that you are no longer in attendance at this college.

We hope your stay has been worthwhile and hope you will return whenever our offerings can be of service to you.

One of our most important sources of information to assist us in planning programs which can be of service is feedback from former students like yourself. From time to time we send questionnaires to our former students to obtain this type of information and we hope that when you receive one of our requests you will respond promptly.

Meanwhile, we should like to ask that you keep us posted on any change of address.

We wish you well in your future endeavors.

Sincerely,

(possibly enclose Change of Address form)

C 4. Sample Follow-up Accompanying Letter

Dear Former Student:

The employment environment in which our former students work is complex and changing rapidly. It is our concern that the vocational-technical career programs offered by the colleges in the Community College District keep up with the challenges of technological change.

We have a continuing interest in our present and former students, and we would like to know how you, as a former student, have progressed. We are particularly interested in knowing how the courses which you have taken while attending the College have prepared you for the occupation in which you are now employed.

By completing the enclosed, postage-paid form and returning it promptly, you will be rendering a significant service to the students who are presently enrolled at your college, and to those who will enroll at your college in the future. Only a few minutes of your time will be required and your response will be of great value to us as we evaluate our progress and plan new programs.

Thank you for your assistance. We encourage you to keep in touch with the campus of your choice within the Community College District and to take advantage of the services which are offered.

Sincerely yours,

Superintendent, Community
College District

C 5. Sample Follow-up Questionnaire #1

Name _____ Present Address _____
 Telephone Number _____ Social Security Number _____
 What was your first job after leaving College? _____
 Who was your first employer? _____

PLEASE ANSWER THE FOLLOWING QUESTIONS RELATING TO YOUR PRESENT JOB.

What is your present job? _____
 Who is your present employer? _____
 Do you work full-time? _____ Or part-time? _____
 Do you work day shift? _____ Swing shift? _____ Graveyard? _____ Other? _____
 How many hours per week do you work? _____
 What is your hourly rate of pay? _____ What is your monthly rate of pay? _____
 How long have you held this job? _____
 How has your college training helped you in your present job: to get the job _____
 to earn a promotion? _____ Other? _____
 (please explain)

Were you given help by the Placement Office or the Instructional staff of the college in seeking your first job?

Yes _____ No _____ Please explain. _____

We would like to have you rate various aspects of your college experience as it relates to your present work. (Please check the appropriate column.)

	Excellent	Good	Acceptable	Poor
a. College instructional program				
b. Training facilities & equipment				
c. College work experience program				
d. College counseling services				

Which course or courses taken while in college have been most helpful to you in your work? Explain _____

What additional training or skills would have been most useful for you to develop?

Explain: _____

Comments: Please provide any information about yourself, or the college, which you feel would be helpful to us in improving our occupational programs.

C 6. Sample Follow-up Questionnaire #2

1. WHAT IS YOUR PRESENT EMPLOYMENT STATUS
 - (1) ☐ Working full-time, (30 hours per week or more).
 - (2) ☐ Working part-time, (less than 30 hours per week).
 - (3) ☐ Not working, looking for a job.
 - (4) ☐ Not working, not looking for a job.
 - (5) ☐ Military Service
2. WHICH SINGLE DESCRIPTION BEST REPRESENTS YOUR PRESENT JOB?
 - (1) ☐ In the occupation for which I prepared while in college.
 - (2) ☐ In an occupation related to my college training.
 - (3) ☐ In a field not related to my college training.
 - (4) ☐ Apprenticeship program. (Specify) _____
 - (5) ☐ Not employed.
3. IF YOUR JOB IS NOT IN A FIELD CLOSELY RELATED TO YOUR OCCUPATIONAL TRAINING, IS THAT TRAINING OF USE TO YOU ON YOUR PRESENT JOB?
 - (1) ☐ Yes
 - (2) ☐ No
4. HOW WELL DID YOUR COLLEGE OCCUPATIONAL TRAINING PREPARE YOU WITH THE SKILLS NECESSARY IN THE FIELD THAT YOU STUDIED?
 - (1) ☐ Very well
 - (2) ☐ Fairly well
 - (3) ☐ Poorly

BASED ON YOUR EXPERIENCE IN COLLEGE, PLEASE RATE THE FOLLOWING:

- | | Excellent
(1) | All right
(2) | Poor
(3) | Doesn't Apply
(4) |
|--|--|--------------------------|--------------------------|--------------------------|
| 5. Occupational program | ☐ | ☐ | ☐ | ☐ |
| 6. Non-occupational courses | ☐ | ☐ | ☐ | ☐ |
| 7. Class instruction | ☐ | ☐ | ☐ | ☐ |
| 8. Program planning assistance | ☐ | ☐ | ☐ | ☐ |
| 9. Career information | ☐ | ☐ | ☐ | ☐ |
| 10. Personal counseling | ☐ | ☐ | ☐ | ☐ |
| JOB PLACEMENT SERVICES: | | | | |
| 11. Instructor | ☐ | ☐ | ☐ | ☐ |
| 12. Placement office | ☐ | ☐ | ☐ | ☐ |
| 13. WHAT WAS THE MOST IMPORTANT REASON YOU STOPPED ATTENDING COLLEGE? | | | | |
| (1) ☐ Job | (4) ☐ Fulfilled current educational | | | |
| (2) ☐ Personal/Family problems | () ☐ needs/desires | | | |
| (3) ☐ Financial problems | (5) ☐ Enrolled in other Community College | | | |
| | District College | | | |
| | (6) ☐ Other _____ | | | |
| 14. WHICH ONE OF THE FOLLOWING WAS THE MOST SERIOUS PROBLEM DURING YOUR SEARCH FOR EMPLOYMENT? | | | | |
| (1) ☐ Finding suitable job openings. | | | | |
| (2) ☐ Knowing how to make contact with potential employers. | | | | |
| (3) ☐ Meeting job requirements. | | | | |
| (4) ☐ Other (explain) _____ | | | | |
| _____ | | | | |
| _____ | | | | |

15. HOW DOES YOUR PRESENT RATE OF PAY COMPARE TO THAT WHICH YOU RECEIVED BEFORE YOUR OCCUPATIONAL STUDIES?

(1) ☐ More (2) ☐ Same (3) ☐ Less

NAME _____

ADDRESS _____

PHONE No. _____

1. What is your present employment status?

_____ Working full-time (30 hours per week or more)
_____ Working part-time (less than 30 hours per week)
_____ Not working, looking for a job
_____ Not working, not looking for a job
_____ Military Service

2. Which single statement best describes your present job?

_____ In the occupation for which I prepared while in college
_____ In an occupation related to my college training
_____ In a field not related to my college training
_____ Apprenticeship program (specify) _____
_____ Not employed

3. Are you attending college?

_____ No
_____ Yes

College _____
Major _____
Units carried _____

4. Please rate the following according to your college experience.

	<u>Excellent</u>	<u>Average</u>	<u>Poor</u>
laboratory, and/or clinical			
struction			
from instructor outside of class			
a planning assistance			
onal information available			
l opinion of college			

5. Were you employed prior to taking your work at college?

Yes _____ No _____

At a lower level? Yes _____ No _____

In the same level? Yes _____ No _____

6. Do you plan to continue your college education to a Bachelor's degree or higher?

_____ Already have Bachelor's degree
_____ Yes, will continue right away
_____ Yes, but later
_____ Probably not
_____ Definitely no

7. Do you think you will return to this or any college for additional training in order to advance on the job?

Yes _____ No _____ Not sure _____

99

C 7. Sample Follow-up Questionnaire #3 (continued)

PLEASE ANSWER THE FOLLOWING QUESTIONS IF YOU ARE PRESENTLY EMPLOYED:

1. How well did your college occupational training prepare you for skills you need in your present job?
_____ poorly _____ fairly well _____ very well
2. Do you feel that your college occupational training was important to you in getting your present job?
_____ not at all _____ fairly well _____ a great deal
3. What is your current rate of pay?
_____ \$1.99 or less per hour _____ \$4.00 - 4.99 per hour
_____ \$2.00 - 2.99 per hour _____ \$5.00 - 5.99 per hour
_____ \$3.00 - 3.99 per hour _____ \$6.00 or more per hour
4. Please name the three college courses that were of most help to you in your work.

5. How long did it take you to find your first job after leaving college?
_____ I had it before I left college
_____ A month or less
_____ One to three months
_____ More than three months
6. Please name the three college courses (of two units or more) that were of least help in preparing for your job.

7. If not employed in a field related to your occupational training was your occupational training of value to you?
Yes _____ No _____
If yes, in what way? _____

8. Other comments _____

(please continue on back side)
9. What is your job title? _____
10. Please furnish us the following information:
Name of employer _____
Title _____
Name of Company and/or Institution _____
Mailing address _____

C 8. Sample Letter to Employer

What's this?

A questionnaire which you need not fill out. We do, however, need your cooperation when I or a representative from my office phones you sometime in the next few days.

Why me?

Because our records show that you are the employer/supervisor of at least one person (listed below) who completed all or a significant portion of our Automobile Technology education and training program and who provided your name. Only you are in a position to judge the adequacy of this program in terms of job entry skill requirements.

Occupational Education is expensive -- to the student and taxpayer alike -- we can't afford to be wrong. The information you provide will be used to assure that future students will get the training you, our employers, need.

Remember, it's the program we want to evaluate -- not our former student.

You'll be hearing from us. Thanks in advance for your cooperation.

Sincerely,

Director of
Automotive Technology

Enclosure

C. 9. Sample General Employer Follow-up Questionnaire

(Designed for mailed responses or mailed with telephone interview)

Job Title to which this evaluation applies: _____

Occupational Program being evaluated: _____

1. Please evaluate how effective our training program was in preparing our former student(s) for employment with your organization. Indicate whether the job skills items listed are "Essential," "Useful," or "Non-essential" to the job and your rating of our effectiveness in training for these skills. Space has been provided for you to list and rate training in specific skills for the job.

Essential	Useful	Non-essential		Excellent	Good	Acceptable	Below Expectations	Poor
_____	_____	_____	a. Technical knowledge	_____	_____	_____	_____	_____
_____	_____	_____	b. Operation of equipment and instruments	_____	_____	_____	_____	_____
_____	_____	_____	c. Work quality	_____	_____	_____	_____	_____
_____	_____	_____	d. Writing skills	_____	_____	_____	_____	_____
_____	_____	_____	e. Verbal communications	_____	_____	_____	_____	_____
_____	_____	_____	f. Computational skills	_____	_____	_____	_____	_____
_____	_____	_____	g. Pre-employment procedures(application, interviews, personal appearance)	_____	_____	_____	_____	_____
_____	_____	_____	h. Orienting individuals to employment (punctuality, attendance, attitude)	_____	_____	_____	_____	_____
_____	_____	_____	i. Others (specify) _____	_____	_____	_____	_____	_____

2. What is your overall rating of the occupational training received by this individual as it relates to the requirements of the job?
- a. in making the hiring decision?
- b. in making decisions about promotion?
3. How important is community college level training in relation to other qualifications you consider?

Very Important	Moderately Important	Of little importance	Unimportant
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Continued on next page

C 9. Sample General Employer Follow-up Questionnaire (continued)

- | | |
|--|--|
| 4. As a result of the occupational training provided by this community college how would you rate this person's job preparation in relations to other employees in the work group who did not receive such training? | No basis for comparison _____
Individual better prepared _____
Both are about same _____
Individual is less well prepared _____ |
|--|--|

5. Would you hire another graduate from our program for a future job in your organization? _____ Yes _____ No

6. How many new employees do you hire for this job classification each year?
- _____

7. What, in your opinion, is the major strength of the occupational training provided by our college?

8. What, in your opinion, is the greatest need for improvement in the occupational training provided by our college?

9. What additional comments or suggestions do you have for our occupational training programs?

What we can do

Change course content _____

Update equipment _____

Provide retraining courses _____

Other (specify) _____

What you can do

Work experience stations _____

Field trips/speakers _____

Donate equipment _____

Provide advisory input _____

Other (specify) _____

C 10. Sample Specific Area Questionnaire to Employer

In order to provide students with the training needed to succeed in the electronics industry, it is most important that we obtain information from operational level personnel as to the adequacy of the present job preparation training program.

We are, therefore, asking for your evaluation of effectiveness of the training brought to the job by these former students. We would like to emphasize, our request is for information concerning the instructional program and is not a personnel performance report.

Please rate the following job-related areas as an indication of how well prepared students were for transition into your operation.

	Excellent	Good	Acceptable	Below Expectations	Poor	Not needed for job
1. Technical Knowledge Areas						
A. Basic Circuit Operation	—	—	—	—	—	—
B. Circuit Analysis and Application to Troubleshooting	—	—	—	—	—	—
C. Test Equipment Applications	—	—	—	—	—	—
D. Maintenance and Repair Operations and Skills	—	—	—	—	—	—
E. Interpretation and Application of Technical Data and Publications	—	—	—	—	—	—
F. Additional Comments:	_____					
2. General Knowledge Areas						
A. Computation Skills	—	—	—	—	—	—
B. Written Communication Skills	—	—	—	—	—	—
C. Verbal Communication Skills	—	—	—	—	—	—
D. Ability to Work with Others	—	—	—	—	—	—
E. Ability to Follow Directions	—	—	—	—	—	—
F. Exhibits Potential for Continued Job Growth	—	—	—	—	—	—
G. Based on Your Experience -- Would You Recommend Hiring Future Graduates From Our Program?			Yes	No		
H. Additional Comments:	_____					

APPENDIX D

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APPENDIX E

CALIFORNIA COMMUNITY COLLEGES SAM PROJECT, 1977-78

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Associate Dean of Instruction
Orange Coast College

Mr. Walter Brooks
Vice President, Student Affairs
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Mr. Irvin Colt
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Mt. San Antonio College

Dr. David Lien
Assistant Dean,
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Miss Judith Moss
Research Director
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College District

Dr. John Randall
President
Mt. San Antonia College

Mr. Thomas Rose
Research Coordinator
Palomar College

Mr. Herbert Schlackman
Director of
Vocational Education
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Evaluation Specialist
California Community Colleges
Division of
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**CALIFORNIA COMMUNITY COLLEGE OCCUPATIONAL PROGRAM
EVALUATION AND REPORTING SYSTEM
FOUR-YEAR SCHEDULE OF ACTIVITIES FOR LOCAL COLLEGES**

VE REPORT FORMS

College Groups	78-79	79-80	80-81	81-82
I	SAM/A SAM/F 1 *COPEs 1 PAR LONGITUDINAL	SAM/A SAM/F 4 COPEs 4 LONGITUDINAL	SAM/A SAM/F 2 COPEs 2 LONGITUDINAL	SAM/A SAM/F 3 COPEs 3 LONGITUDINAL
II	SAM/A SAM/F 3 COPEs 3 PAR LONGITUDINAL	SAM/A SAM/F 2 *COPEs 2 LONGITUDINAL	SAM/A SAM/F 4 COPEs 4 LONGITUDINAL	SAM/A SAM/F 1 COPEs 1 LONGITUDINAL
III	SAM/A SAM/F 4 COPEs 4 PAR LONGITUDINAL	SAM/A SAM/F 1 COPEs 1 LONGITUDINAL	SAM/A SAM/F 3 *COPEs 3 LONGITUDINAL	SAM/A SAM/F 2 COPEs 2 LONGITUDINAL
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- SAM/F - SAM Follow-up on specified clusters of programs
- 1, 2, 3, 4, - Specified clusters of programs, e.g.
1 - Agriculture (01), Technical (16)
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MATRIX *Revised and Amended -* February 2, 1979

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SAM/A

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SAM/F

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